

1983

Relationships between job description, role behavior, and effectiveness of elementary school assistant principals in Virginia public elementary schools

Elsie W. Craig
College of William & Mary - School of Education

Follow this and additional works at: <https://scholarworks.wm.edu/etd>



Part of the [Educational Administration and Supervision Commons](#)

Recommended Citation

Craig, Elsie W., "Relationships between job description, role behavior, and effectiveness of elementary school assistant principals in Virginia public elementary schools" (1983). *Dissertations, Theses, and Masters Projects*. Paper 1539618688.

<https://dx.doi.org/doi:10.25774/w4-q9p6-n408>

This Dissertation is brought to you for free and open access by the Theses, Dissertations, & Master Projects at W&M ScholarWorks. It has been accepted for inclusion in Dissertations, Theses, and Masters Projects by an authorized administrator of W&M ScholarWorks. For more information, please contact scholarworks@wm.edu.

INFORMATION TO USERS

This reproduction was made from a copy of a document sent to us for microfilming. While the most advanced technology has been used to photograph and reproduce this document, the quality of the reproduction is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help clarify markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure complete continuity.
2. When an image on the film is obliterated with a round black mark, it is an indication of either blurred copy because of movement during exposure, duplicate copy, or copyrighted materials that should not have been filmed. For blurred pages, a good image of the page can be found in the adjacent frame. If copyrighted materials were deleted, a target note will appear listing the pages in the adjacent frame.
3. When a map, drawing or chart, etc., is part of the material being photographed, a definite method of "sectioning" the material has been followed. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.
4. For illustrations that cannot be satisfactorily reproduced by xerographic means, photographic prints can be purchased at additional cost and inserted into your xerographic copy. These prints are available upon request from the Dissertations Customer Services Department.
5. Some pages in any document may have indistinct print. In all cases the best available copy has been filmed.

**University
Microfilms
International**
300 N. Zeeb Road
Ann Arbor, MI 48106

8317066

Craig, Elsie Whitfield

RELATIONSHIPS BETWEEN JOB DESCRIPTION, ROLE BEHAVIOR, AND
EFFECTIVENESS OF ELEMENTARY SCHOOL ASSISTANT PRINCIPALS IN
VIRGINIA PUBLIC ELEMENTARY SCHOOLS

The College of William and Mary in Virginia

Ed.D. 1983

University
Microfilms
International

300 N. Zeeb Road, Ann Arbor, MI 48106

Relationships Between
Job Description, Role Behavior, and
Effectiveness of Elementary School Assistant Principals
In Virginia Public Elementary Schools

A Dissertation
Presented to
the Faculty of the School of Education
The College of William and Mary in Virginia

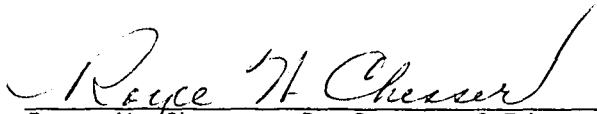
In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Elsie W. Craig
March 1983

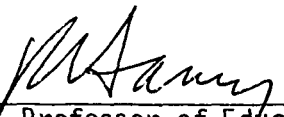
APPROVAL SHEET

We the undersigned do certify that we have read this dissertation
and that in our individual opinions it is acceptable in both scope
and quality as a dissertation for the degree of Doctor of Education.

Accepted March 1983 by



Royce W. Chesser, Professor of Education
Chairman, Doctoral Committee



Robert J. Hanny, Professor of Education



William F. Losito, Associate Professor of Education

Acknowledgments

The completion of a research study requires the support and cooperation of many people. The author wishes to express her sincere appreciation to all the individuals who have assisted her in this project.

Special thanks is extended to the author's advisor and committee chairman, Professor Royce W. Chesser. For the past three years, he has provided the guidance, encouragement, and understanding that have greatly influenced the author's successful completion of the doctoral program.

Sincere appreciation is also expressed to committee members, Dr. Robert Hanny and Dr. William Losito, for their concern, interest, and assistance.

The author acknowledges and appreciates the cooperation of the principals, assistant principals, and teachers throughout Virginia who gave of their time to complete the Role Analysis Questionnaire. A particular debt of gratitude is owed to the Panel of Experts who diligently assisted in the development of the questionnaire and determination of the quality of written job descriptions.

In addition to serving on the panel, Dr. William S. Myers, Dr. Lenard Wright, Mr. Howard C. Laumann, and Dr. Gloria Robertson offered invaluable assistance, advice, and encouragement.

The author's husband, Lonnie, and her daughter, Pamela Harvey, deserve much of the credit for the successful completion of her doctoral program. They made many sacrifices, but continued to offer support and encouragement.

The author's parents, George and Elsie Whitfield, instilled within her the belief that she could achieve her dreams through hard work and perserverance. To them, this study is dedicated.

Table of Contents

	Page
Acknowledgments	ii
List of Tables	v
Chapter	
1. Introduction	1
Statement of the Problem	3
Hypotheses	3
Significance of the Study	4
Definition of Terms	6
Limitations of the Study	8
Organization of the Study	8
2. Review of Related Literature	9
Theoretical Framework	9
Elementary School Administration	13
Role Functions of Elementary School Administrators ...	19
Effective School Administration	24
Administrative Roles	29
Summary	36
3. Methods and Procedures	39
Sample	39
Instrumentation	40
The Pilot Study	44
Method of Collecting Data	44
Null Hypotheses	45
Treatment of the Data	46
Summary	46

	Page
4. Presentation and Analysis of Data	48
Analysis of Observed Role Behavior	48
Analysis of Preferred Role Behavior	52
Analysis of Effectiveness Rating	58
Analysis of Relationship Between Rated Effectiveness and Congruence of Role Behaviors	60
Analysis of Relationship Between Rated Effectiveness and Job Description	65
Summary	65
5. Summary, Conclusions, Discussion, and Recommendations ..	68
Summary	68
Findings and Conclusions	70
Discussion	72
Recommendations for Further Research	78
Appendices	
A. Panel of Experts	81
B. Request for Approval to Contact Principals of Selected Schools	83
C. Letters of Transmittal	86
D. Role Analysis Questionnaire	91
E. Supplementary Tables: Analysis of Variances	99
F. Supplementary Tables: Bivariate Correlation Analysis ..	125
Bibliography	131
Vita	
Abstract	

List of Tables

Table	Page
1. One Factor Analysis of Variance of Principals', Assistant Principals', and Teachers' Perceptions of Observed Role Behavior	50
2. Significant Differences Among Principals', Assistant Principals', and Teachers' Perceptions of Observed Role Behavior by Category	53
3. One Factor Analysis of Variance of Principals', Assistant Principals', and Teachers' Perceptions of Preferred Role Behavior	55
4. Significant Differences Among Principals, Assistant Principals', and Teachers' Perceptions of Preferred Role Behavior by Category	56
5. One Factor Analysis of Variance of Principals', Assistant Principals', and Teachers' Perceptions of Effectiveness	59
6. Means and Standard Deviations for Difference Between Observed and Preferred Behavior of Assistant Principals	62
7. Correlation Coefficients Between Job Description Scores and Effectiveness Scores	66
A. One Factor Analysis of Variance of Principals', Assistant Principals', and Teachers' Perceptions of Observed Role Behavior in Five Categories	100

Table	Page
B. Mean Response Scores and Standard Deviations for Observed Role Behaviors Related to Administrative Tasks	103
C. Mean Response Scores and Standard Deviations for Observed Role Behavior Related to Staff Personnel Tasks	104
D. Mean Response Scores and Standard Deviations for Observed Role Behavior Related to Student Personnel Tasks	105
E. Mean Response Scores and Standard Deviations for Observed Role Behavior Related to Curriculum/ Instruction Tasks	106
F. Mean Response Scores and Standard Deviations for Observed Role Behavior Related to School/ Community Relations Tasks	107
G. One Factor Analysis of Variance of Principals', Assistant Principals', and Teacher's Perceptions of Preferred Role Behavior in Five Categories	108
H. Mean Response Scores and Standard Deviations for Preferred Role Behaviors Related to Administrative Tasks	111
I. Mean Response Scores and Standard Deviations for Preferred Role Behaviors Related to Staff Personnel Tasks	112

Table	Page
J. Mean Response Scores and Standard Deviations for Preferred Role Behaviors Related to Student Personnel Tasks	113
K. Mean Response Scores and Standard Deviations for Preferred Role Behaviors Related to Curriculum/ Instruction Tasks	114
L. Mean Response Scores and Standard Deviations for Preferred Role Behaviors Related to School/ Community Relations Tasks	115
M. Mean Response Scores and Standard Deviations for Effectiveness.....	116
N. One Factor Analysis of Variance of Difference in Principals', Assistant Principals', and Teachers' Perceptions of Observed and Preferred Role Behavior in Five Categories	117
O. Mean Response Scores and Standard Deviations for Differences Between Observed and Preferred Role Behaviors Related to Administrative Tasks	120
P. Mean Response Scores and Standard Deviations for Differences Between Observed and Preferred Role Behaviors Related to Staff Personnel	121
Q. Mean Response Scores and Standard Deviations for Differences Between Observed and Preferred Role Behaviors Related to Student Personnel Tasks	122

Table	Page
R. Mean Response Scores and Standard Deviations for Differences Between Observed and Preferred Role Behaviors Related to Curriculum/Instruction Tasks...	123
S. Mean Response Scores and Standard Deviations for Differences Between Observed and Preferred Role Behaviors Related to School/Community Relations Tasks	124
T. Correlation Coefficients Between Difference Scores and Effectiveness Scores in Categories	126

Chapter 1

Introduction

The educational system is among the largest of public enterprises in our society. It affects the life of every citizen and, in turn, it is affected by technological and social changes that occur in American society. Increasing demands have been made on the system during the past few decades which have emphasized the need for more effective administrative leadership, especially at the local school level.

The American school system is responsible for promoting the lofty educational goal of our society to educate the masses. In 1954, the United States Supreme Court declared:

Today, education is probably the most important function of state and local governments....In these days, it is doubtful that any child may reasonably be expected to succeed in life, if he is denied the opportunity of an education (Brown v. Board of Education, 347 U.S. 483).

The public school system has been relatively successful in reaching this goal, and Knezevich (1975) asserts that "never before in history have so many been educated so well" (p. 5). Yet, there is the potential for the system to be even more successful. To realize this potential, effective and efficient administration of schools is essential.

The assistant principal in an elementary school occupies an administrative position which influences the effectiveness of the program of education offered by the school. Yet, the role of the assistant principal has been ambiguous and inadequately defined. The position was created to provide administrative help for principals who were faced with the challenge of managing increasingly complex elementary schools and to provide inservice training and experience for assistant principals to prepare them to assume responsibilities of a principalship.

While there is little information on the actual number of elementary assistant principals in the United States, Knezevich (1975) states that

Present practice shows that almost three out of every four are in schools enrolling 700 or more pupils and with 25 teachers or more.

Most are of the opinion that an assistant principal is warranted when the elementary school enrollment reaches 400 or more (p. 385).

During the 1950s and 1960s, schools grew steadily in physical size and in scope of activities. Consequently, the number of assistant principals increased. However, the position was not filled in Virginia in any significant number until the mid-1970s when the State Board of Education and the Southern Association of Colleges and Schools began accrediting elementary schools. To meet accreditation standards, an elementary school with 660 to 879 students enrolled was required to employ an assistant with at least one-half day free of teaching duties. A school with an enrollment of 880 to 1,099 was required to employ a full-time administrator in addition to the principal.

Although student enrollment in Virginia elementary schools did not increase as rapidly during the 1970s as it had during the previous two decades, and in many instances was declining, school consolidations and population shifts necessitated the assignment of assistant principals to many schools to meet accreditation standards. The decision to assign assistant principals to elementary schools was often made without sufficient clarification of the function of the position. Coppedge (1968) contends that "the duties and responsibilities of the assistant principal have been influenced more by expediency than by careful planning of what the position should be" (p. 284). McBride (1970) shared this view and stated

The basis of the development of the position appears to have been predicated on convenience and expedience, which may account for

the lack of agreement regarding the present status of this position in the hierarchy of the total school structure (p. 12).

Therefore, the position has evolved without an underlying philosophy or sufficient sense of direction.

Statement of the Problem

The purpose of this study was to determine the quality of written job descriptions for the position of elementary assistant principal and to measure the observed role behavior, preferred role behavior, and effectiveness of assistant principals in Virginia public elementary schools as perceived by principals, assistant principals, and teachers. Specifically, answers to the following questions were sought:

1. Are there differences among principals, assistant principals, and teachers in their perceptions of the observed role behavior, preferred role behavior, and effectiveness of assistant principals in the following role categories: Administrative, Staff Personnel, Student Personnel, Curriculum/Instruction, and School/Community Relations?
2. Is there a relationship between the rated effectiveness of the assistant principal and the congruence of his observed and preferred role behavior?
3. Is there a relationship between the rated effectiveness of the assistant principal and the quality of his written job description?

Hypotheses

In this study, the following hypotheses were tested:

There are statistically significant differences among principals, assistant principals, and teachers in their perceptions of the observed role behavior of assistant principals as measured by the Role Analysis Questionnaire.

There are statistically significant differences among principals, assistant principals, and teachers in their perceptions of the preferred role behavior of assistant principals as measured by the Role Analysis Questionnaire.

There are statistically significant differences among principals, assistant principals, and teachers in their perceptions of the effectiveness of assistant principals as measured by the Role Analysis Questionnaire.

There is a statistically significant relationship between the rated effectiveness of assistant principals and the congruence of their observed and preferred role behavior as measured by the Role Analysis Questionnaire.

There is a statistically significant relationship between the rated effectiveness of assistant principals and the quality of their written job description.

Significance of the Study

It appears that the trend toward expansion and centralization of schools which characterized the 1950s and 1960s has been reversed. Educational systems are experiencing a decline in enrollment of students accompanied by an increasing concern for accountability and decreasing allocation of economic resources. Educators are assessing the disadvantages of large schools and are contemplating a shift to a more decentralized system composed of smaller schools (Barth, 1980). As these assessments proceed, the position of elementary school assistant principal will be questioned as to its importance and the contribution it makes to the effectiveness of the school program. It will be necessary to have a precise and defensible definition of the position if it is to remain an integral part of school administration.

The role of assistant principals has not been defined adequately, and there is seldom a comprehensive and explicit job description for the position. Administrators hold widely diverse views on the duties and responsibilities that should be assigned to assistants, but they tend to agree that the role incumbent should meet the demands and expectations of the principal of the school. Bridgewater (1979) studied the elementary assistant principalship and found "the nature of the position of elementary principal and his/her perceptions of

the role are both factors influencing the role functions of assistant elementary principals" (p. 7).

There is evidence that principals face ambiguity and confusion in defining their own role as it constantly changes and expands (Goldhammer & Becker, 1970; Kardan, 1977). Since the assistant principal is usually dependent upon the principal for role definition, especially in the absence of a system-wide job description, it should logically follow that assistant principals are experiencing similar ambiguity and confusion in determining their roles in the school organization.

Misunderstanding about the relationships of administrative positions can adversely affect the management of school affairs as well as the effectiveness and productivity of the school. The effectiveness of relationships depends in part upon agreement among administrators about expectations for the positions.

The need to understand the concept of roles in organizations has been recognized by researchers who have conducted studies investigating role expectations in educational organizations. Studies of elementary school administrators, however, usually focus on the role of the principal. Recently, there appears to be a growing recognition on the part of state departments of education and professional associations that the role of the assistant principal also needs to be defined and clarified to enhance the contribution the role incumbent makes to the total school program.

Several researchers who have investigated the position of elementary school assistant principal have concluded that additional study is needed of the role expectations held by the role incumbents and their referent groups. If role expectations are clear, role incumbents can adjust their behavior to meet those expectations more effectively. By comparing the perceptions concerning observed role behavior and preferred role behavior of assistant principals of three groups, this study should contribute to a better understanding of the differing opinions

of "what is" and "what should be." By assessing perceptions regarding effectiveness in particular role categories, administrators, also, may become more alert to assigning tasks that will improve the administration of their schools.

Further, the findings of this study should identify the relationship between the quality of a written job description for a role and perceptions of the effectiveness of the role incumbent, thereby providing direction and guidelines for educators involved in the development or revision of job descriptions for the position of elementary school assistant principal.

Definition of Terms

The following definitions are presented to provide specific meanings of terms which may not be self-explanatory:

Elementary School. The term, elementary school, as used in this study, refers to an elementary school in the Commonwealth of Virginia providing instruction for students in any combination of grades NK-6.

Principal. The term, principal, as used in this study, refers to the professional person employed full-time to administer an elementary school.

Assistant Principal. The term, assistant principal, as used in this study, refers to the professional person employed full-time to assist the principal in the administration of an elementary school.

Teacher. The term, teacher, as used in this study, refers to a professional person employed full-time to provide instruction for students in an elementary school.

Role. The term, role, as used in this study, refers to a set of behavioral expectations applied to a role incumbent (Getzels & Guba, 1954), and a set of behaviors a role incumbent exhibits in meeting those expectations.

Role Incumbent. The term, role incumbent, as used in this study, refers to the person occupying a particular position in an organization.

Role Behavior. The term, role behavior, as used in this study, refers to the tasks performed by a role incumbent. The terms, tasks and functions, are used interchangeably with the term, role behavior.

Role Category. The term, role category, as used in this study, refers to a group of related tasks. Five role categories are used in this study: Administrative, Staff Personnel, Student Personnel, Curriculum/Instruction, and School/Community Relations.

Observed Role Behavior. The term, observed role behavior, as used in this study, refers to the tasks a role incumbent actually performs.

Preferred Role Behavior. The term, preferred role behavior, as used in this study, refers to tasks a role incumbent is expected to perform.

Effectiveness. The term, effectiveness, as used in this study, refers to the extent to which the assistant principal's on-the-job behavior or performance corresponds to the expectations held for the role. Effectiveness cannot be judged except in relation to the expectations held by the rater. Effectiveness in meeting organizational goals is theorized to be "a function of the congruence of behavior and expectations" (Getzels & Guba, 1957, p. 433). However, individual effectiveness which contributes to organizational effectiveness was the concern of this study. Organizational effectiveness was not measured.

Referent Group. The term, referent group, as used in this study, refers to a group holding certain expectations of a role incumbent.

Job Description. The term, job description, as used in this study, refers to a formal written statement of the tasks an assistant principal is expected to perform.

Quality. The term, quality, as used in this study, refers to the degree of adequacy of a job description based on its comprehensiveness and explicitness in describing tasks assistant principals are expected to perform.

Limitations of the Study

This study was limited to principals, assistant principals, and teachers employed in Virginia public elementary schools during the 1981-82 school year. Only those elementary schools employing a full-time assistant principal were included in the population, thereby excluding schools which employ part-time assistant principals. The findings of the study were accurate only to the degree that the instrument used for collection of data was reliable and valid. The respondents' understanding of the instrument and their honesty in replying were additional limitations. Finally, the study was limited to the degree that the returned instruments adequately represented the population selected for the study.

Organization of the Study

The remainder of this study was organized in four chapters. In Chapter 2, a theoretical framework is presented and relevant literature is discussed. The research design, including the population, instrumentation, and data collection procedures, is described in Chapter 3. Chapter 4 contains a presentation and analysis of the data, and the investigation is summarized and recommendations are made in Chapter 5.

Chapter 2

Review of Related Literature

Related literature and research was surveyed to support the theoretical framework for the study and to provide further insight into the problem. Selected literature was reviewed from four perspectives. First, the literature on administration of elementary schools was reviewed to determine the need for the position of assistant principal in elementary schools. Second, material was surveyed which outlined the role functions or tasks of elementary school administrators. Third, research on the effectiveness of school administrators was surveyed. Fourth, literature relevant to the concepts of role theory as they relate to administrative roles was reviewed.

Theoretical Framework

Social systems theory provides the conceptual and theoretical foundations of this study because of its applicability to the problems related to organizational role and the effectiveness of role incumbents.

In 1951, Parsons developed a theoretical framework for the study of social systems. Getzels and Guba (1957) refined the model for use in the study of educational administration. The theory has been used increasingly by researchers because of its utility in understanding and analyzing school organizations, the boundaries which mark the limits of the organization, and the factors which influence the behavior and effectiveness of individuals in the organization.

Many authorities have discussed the usefulness of the social systems theory in analyzing organizational behavior (Owens, 1970; Knezevich, 1975; Kimbrough & Nunnery, 1976; Sergiovanni & Starrett, 1979; Roe and Drake, 1980). Sergiovanni and Starrett maintain that the social systems model, developed for educators by Getzels and Guba (1957), is "the most widely recognized and the

most useful framework for studying and understanding administrative and supervisory behavior" (p. 63). The model was used in this study to identify role, role expectations, role definition, and effectiveness of elementary school assistant principals in performing tasks in the school organization.

The social systems model emphasizes two major classes of phenomena which are phenomenally interactive and conceptually independent. The nomothetic or normative dimension is concerned with certain roles and expectations that the organization imposes upon a role incumbent through institutional definition of role and through expectations held by important referent groups. Institution, role, and expectations collectively comprise the normative dimension of behavior within a social system. In this dimension, behavior is viewed as necessary to meet the organizational goals and can be classified as effective or ineffective.

The idiographic or personal dimension is concerned with the personality and need disposition of the role incumbent. Individual, personality, and need disposition collectively comprise the personal dimension of behavior. In this dimension, behavior is viewed as satisfying the needs of the individual and can be classified as efficient or inefficient.

These two dimensions can be used as analytic elements to explain social behavior within an organization. The behavior which occurs in a social system is viewed as a result of "the individual attempting to cope with an environment composed of patterns of expectations for his behavior in ways consistent with his own independent pattern of needs" (Getzels, 1958, p. 157). The extent to which the two dimensions interact in determining organizational behavior depends on the organizational role and on the individual. In this study, the role of the elementary school assistant principal is analyzed from the perspective of organizational role behavior (nomothetic dimension); however, it is acknowledged that the personality and need disposition (idiographic dimension) significantly affect the assistant principal's organizational behavior.

Getzels and Guba (1957) used the term "social system" as conceptual rather than descriptive and outlined three characteristics of a social system: its parts are interdependent; it is organized into some sort of whole, and both individuals and institutions are intrinsically present. While the concept of a social system has been applied most often to large agglomerations of human relationships, the concept "is applicable regardless of the level or magnitude of the system under consideration" (Getzels, Guba, & Lipham, 1968, p. 55). For the purpose of this study, the elementary school was regarded as a social system containing the analytical units of institution, roles, and expectations and organized to achieve certain goals. The elementary assistant principal performs a role in this social system and functions within the nomothetic and idiographic dimensions of the model.

Parsons (1951) felt that administration could be studied through the suborganizations or roles which function in the total organization, and Getzels and his colleagues (1968) added that "the most important analytic unit of the institution is the role" (p. 59). They identified three distinct categories of usage for role. First, the socialization process causes people to assume roles associated with sex, age, and other meaningful roles. Second, in society, role has been regarded as synonymous with patterns of observed behavior. Thus, role is what a person actually does. Third, roles may be thought of as the normative or structural elements defining the behavior expected of a role incumbent.

Both the second and third categories of usage for role are relevant to this investigation as an attempt was made to determine what the assistant principal actually does (observed role behavior), and what referent groups in the organization expect him to do (preferred role behavior). In an organization, roles usually exist before the incumbents who will fill the roles are known. Therefore, roles can be examined from the normative perspective with emphasis placed on the normative determinants of behavior.

Roles are defined in terms of role expectations, the normative rights and duties which define within limits what a role incumbent should or should not do under various circumstances while fulfilling a particular role within an organization (Getzels, Lipham, & Campbell, 1968, p. 155). This expanded concept of role relates to the behavior of the role incumbent in interrelationship with other roles (Thomas & Biddle, 1966). From an organizational viewpoint, role expectations function primarily as behavioral directives in that they prescribe behavior which will result in effective goal attainment (Guba & Bidwell, 1957).

Many organizations choose to specify role expectations in a job description. A job description which is both comprehensive and explicit can serve the dual purpose of defining the expected behavior of the role incumbent for referent groups and defining the expected behavior for the role incumbent himself. It is possible that such a clear description of tasks to be performed would reduce the conflicting expectations held for a particular role incumbent by referent groups with whom he interacts in performing his role.

Gross, Mason, and McEachern (1958) maintain that if a specific position has no meaning apart from other positions in the organization, it is essential to investigate at least one other position and its relationship to the focal position. Therefore, in this study, the position of assistant principal was investigated as it relates to the positions of principal and teacher.

Social systems theory also provides a framework for analyzing the effectiveness of a role incumbent.

The criterion for effectiveness has usually been the observed behavior of the individual being rated, or so it is thought. However, the standard may not be the behavior itself but the observed behavior relative to some criterion against which it is evaluated. In

effectiveness, this criterion, explicitly, is made up of the expectations held for the behavior. Effectiveness is then a measure of the concordance of the role behavior and the role expectations. Two crucial consequences follow: (1) the same behavior may be held effective at one time and ineffective at another time by the same person, depending on the expectations he applies to the behavior, (2) the same behavior may be held effective and ineffective simultaneously because different persons or groups apply different expectations to the behavior. In either case, judgments of effectiveness and ineffectiveness are impossible to interpret unless both the expectations being applied and the behavior being observed are known. In the terms of our model, effectiveness is a function of the congruence of behavior and expectations (Getzels, Lipham, & Campbell, 1968, pp. 128-129).

Activities or action of individuals in an organization which are aimed at effective attainment of organizational goals have been termed functions or tasks (Georgopoulos & Tannebaum, 1969). Effective accomplishment of tasks is dependent on the "congruence of behavior and expectations." Therefore, it is important for various referent groups to agree on the functions or tasks that should be performed by the role incumbent and for the role incumbent to be aware of the expectations as well. Disagreement about expectations will adversely influence the effectiveness of the role incumbent, and, consequently, the organization.

In this study, an attempt was made to measure both the observed role behavior and the preferred or expected role behavior of elementary school assistant principals as perceived by principals, assistant principals, and teachers. The congruence of observed and preferred role behavior was determined and its relationships to the assistant principals' effectiveness was explored.

Elementary School Administration

Administration is often defined by emphasizing certain aspects of the administrative process, such as decision making or core activities. The way

to view administration most relevant to this study is in the context of the necessary competencies and skill areas needed by administrators to carry out the processes of administration. Katz (1955) defined three important skill areas: technical, human, and conceptual, and, while all three areas should be given attention by administrators, technical skills were emphasized in this investigation.

Elementary schools vary in complexity. The size of a school as well as organizational and community expectations are factors which contribute to the perceived complexity of a given school. Friss (1980) maintains:

Complexity is relative, and dependent on a number and variety of factors. The situations, as well as the individual's or group's perceptions of those particular situations, are part of the complexity (pp. 11-12).

Although it is agreed that "complexity is relative" and that principals at the turn of the century probably felt relatively as pressured as principals of the 1970s and 1980s, there have been major social changes during the last three decades which have contributed to the placement of undue pressure on the front-line administrator in the school setting. James Small (1974) identified seven categories of changes which have complicated the principal's role and led to an increase in the number and variety of tasks he must perform.

1. changes stemming from outside the school system--legal changes such as court-ordered busing or societal changes such as the population shift from cities to suburbs to exurbs;
2. changes originating from the central office or area office of the school district--experimental instructional programs or district-wide policy changes;
3. changes initiated by the principal--efforts at involving the faculty in enforcement of discipline in the halls, pressuring the central office for great discriminatory power in handling suspensions and expulsions;

4. changes stemming from the teachers--faculty pressure for a reduction of nonteaching duties, pressure for a greater voice in decision making;
5. changes sought by students--curriculum changes, modification of school rules and regulations regarding student behavior, a greater voice in decision making, a voice in teacher selection and evaluation;
6. pressure from parents for changes in such areas as classification or promotional procedures for students, curriculum, personnel (addition of specialists);
7. pressure from community groups--racial, ethnic, or religious--seeking changes in school life which they would see as benefiting their children; black history courses added to curriculum, accountability of schools to the community.

Authorities contributing to the professional literature have consistently made the assertion that the elementary school principal is the administrator who has had to cope directly with the changes brought about because of increasing complications associated with managing an elementary school. These complications have forced the principal to perform a great number of conflicting roles which may result in confusion and ambiguity in role definition on the part of the principal. Moser (1957) supported this assertion and explained that "The principal's position as a representative of the superintendent on the one hand and a leader of teachers on the other subjects him to many conflicting pressures" (p. 3).

Goldhammer and Becker (1970) describe the elementary school principal as "the man caught in the middle" and add that he is "the focal point of the dilemmas confronting elementary education today...His position is uncertain and ambiguous" (p. 11). Throughout the evolution of the position, the elementary school principal has probably thought of himself as the "man caught in the middle."

Knezevich (1975) outlines the evolution simply as:

First there were teachers; then teachers with some administrative responsibilities; still later the principal-teacher who was more of an administrator than a teacher; and finally a principal (p. 382).

Clerical responsibilities occupied most of the principal's time prior to the turn of the century. Clerical help was assigned to some elementary schools during the early part of the twentieth century to relieve the principal for more important duties involving instructional leadership. Yet, there is evidence that principals are still spending an inordinate block of time performing clerical duties. The findings of a study conducted by Haddock (1961) of time utilization by elementary principals in the state of Oregon revealed that all elementary school principals in that state spend a greater portion of their time on management and record-keeping activities and less on educational leadership activities than is recommended by authorities and selected elementary school principals.

In a 1980 national survey conducted as a cooperative effort of the Association for Supervision and Curriculum Development, the University of Tulsa, and both national elementary and secondary principals' associations, it was found that forty per cent of an elementary principal's time involved office responsibilities. In reporting the results of the study, Howell (1981) states that

Today's principals are not, and cannot be, "instructional leaders" in the conventional sense....Perhaps a tighter budget or the flood of paperwork is increasing their secretarial chores. It appears evident, however, that the bonds attaching principals to the office are growing stronger and stronger (p. 333).

The sample for the survey included 82 elementary, 54 mid junior high, and 31 senior high principals. One hundred reported having an assistant principal while 56 reported that they did not have an assistant. There was no breakdown of the number of elementary school principals participating in the survey who had assistants. Since junior and senior high schools are usually larger than elementary schools, it can be assumed that most of the assistants were assigned to the 85 secondary schools in the study.

Throughout the literature, the ideal demand is made for the principal to assume the role of instructional leader, but the real facts indicate that he does not always fulfill this role effectively. Roe and Drake (1980) outline several factors which prevent the principal from allocating the necessary time to provide instructional leadership, the first of which is that the organization of the great majority of schools requires the principal to be the chief building administrator responsible for all management details. They summarize the problem of not assuming instructional leadership as follows:

By reading the literature, attending state and national meetings, and discussing the position with present incumbents, one gets a mental picture of a professional person being torn apart on the one hand by intense interest and desire to lead in instruction and learning, and on the other hand by the responsibility to "keep school" through the proper administration and management of people and things as expected by the central administration. In this little drama the internal struggle takes place and in the end the strong instructional leadership role is set aside because of the immediacy and press of everyday administrative duties (p. 11).

Educators have been aware for decades that the principal is overburdened because of the many functions he must perform and because of the over-all complexity of operating an elementary school. As early as the mid-1800s, large

cities, like Boston and San Francisco, appointed assistants to take care of school records and to run the school in the absence of the schoolmaster. Nevertheless, it was not until 1923 that serious attention was given to the position nationally. Not surprisingly, it was the Department of Elementary School Principals (1923) which led the way in suggesting the need for assistant principals in elementary schools.

Still, not much concern was shown for the position until school enrollments increased dramatically during the 1950s and school districts were reorganized through consolidation, resulting in fewer but larger school districts and larger schools nationwide. Consequently, the job of educational leader expanded in scope tremendously (Cocking, 1959), and there was a renewed interest in the position of elementary school assistant principal.

In 1953, Virgil Hollis studied elementary schools with and without assistant principals. His findings revealed that "Assistants to the elementary principal are important to the success of organizational, administrative, and supervisory efficiency in schools with substantial enrollments" (p. 121). Block (1962) gave some background on the need for assistant principals in elementary schools and, using a 1948 study of the Department of Elementary School Principals of ideal time allotments and the findings of Hollis, he was able to show that "principals working with vice principals or assistant principals more closely approximate the ideal time allotments than do the principals who worked without the aid of vice principals or assistant principals"(p. 21). Moreover, Block contended that the assistant principal played an important role as part of the school management team by freeing the principal to carry out important administrative and supervisory functions and by providing additional opportunities for better services to students.

Jacobson, Reavis, and Logsdon (1954) warned that principals are likely to neglect supervision of instruction because they devote too much time to routine

office administration. As schools grow in size, more demands are made on principals and the assistant principalship becomes an increasingly important position in the larger schools. In an article written for the American School Board Journal, Barrett (1955) reported that assistant principals were growing in number and importance in the larger elementary schools because a single principal cannot effectively operate a large school with its administrative and supervisory demands.

There appear to be two primary reasons for employing assistant principals. The first involves relieving the principal of administrative duties, and the second involves providing on-the-job training for the principalship. Principals who participated in Haddock's (1961) study felt that providing on-the-job experiences for principals would be the most valuable improvement that could be made in training programs for future principals. Besides the benefits offered the assistant principal by participating in on-the-job training, the school system could also benefit because school administrators would have the opportunity to observe potential principals in action. Evaluating the assistant principal's performance and providing training in areas of identified weakness before the assistant is appointed as principal may be of great value to superintendents who have the responsibility of appointing administrators who can effectively manage a school. "The training opportunities for future principals, made possible by the assistant principalship, will tend to provide a continuity of professional leadership for the school system in question" (Block, 1962, p. 29).

Many assistant principals hope to become principals, but Brotzman (1981) pointed out that opportunities for advancement will be restricted by the current phenomenon of declining enrollments. Therefore, it is important to find ways to encourage assistant principals to choose their positions as a career choice. A position guide or job description should help clarify the role and increase the status of the position so it may be more seriously considered as a career

choice. Yet, the role of the assistant principal varies from school to school and from system to system. The results of a survey of secondary school assistant principals conducted by Alice Brenda Black (1980) revealed a sense of frustration among those interviewed, and one assistant principal described his job as "jack of all trades and master of none."

Black recommended development of a system-wide policy "to include high priority duties and those duties which would be incorporated in order to meet unique local conditions" (p. 39). Such a policy would provide a proper balance of structure and flexibility to the position. It would also allow the principal of a school the option of developing within broad limits a job description for the assistant based on the strengths of the assistant and the needs of the school.

Studies of the role of elementary school assistant principals support Black's conclusion that a job description is needed for the position (Block, 1962; Bridgewater, 1979; Friss, 1980). Nikolakis (1979) reported that only six of the forty middle school assistant principals who responded to her survey indicated they had a written job description. Eight of the forty said that their role was not formally defined at all. In fact, there was no predominant method, oral, written, or partly oral and partly written, used by principals to convey to their assistants what their role should be. However, there is no question that the assistant principal's job is determined by the principal and will be essentially what the principal decides it will be (Malone, 1981).

Role Functions of Elementary School Administrators

Very little has been written in the professional literature about the functions assigned to assistant principals. In contrast, there is a vast body of literature and research on the role and functions of elementary school principals. It can be assumed the tasks assigned to assistant principals will

be tasks principals would be expected to perform if they did not have an assistant. Moreover, the assistant principal should be able to manage the school in the absence of the principal; therefore, the functions of the two positions are common to one another in large measure (Block, 1962).

Assistant principals should have experience in all the functional categories of the principalship even if they specialize in one or two categories. A majority of the principals who participated in a 1968 study conducted by the Department of Elementary School Principals said they believed the assistant principal's role should include duties in all areas of instruction and administration. Yet, McMullen (1964) found that assistant principals were receiving little experience in certain functions evaluated as being of considerable importance by most principals, such as responsibilities in instructional leadership, personnel, public relations, supervision, and curriculum development. Further, assistant principals were devoting time to tasks, often clerical in nature, which neither they nor their principals believed to be important to the ideal role of the principal.

What are the components of this ideal role? Authorities consistently divide the functions of the principal into major categories, such as administration, curriculum, instruction, pupil personnel, staff personnel, and community relations, but there is some disagreement about the tasks or role behaviors that should be included in the various functional categories (SSCPEA, 1955: DESP, 1958; Ranninger, 1962).

Sergiovanni and his colleagues (1980) state that the limited agreement among authorities about the number of tasks and the nature of tasks educational administrators should perform is the result of extensive taxonomic, not theoretical, debates that went on during the 1950s and early 1960s. They contend that administrative tasks are still being discussed, and the discussions serve two very useful purposes. First, the discussions provide an arena for

combining what people do with what people value. Second, the discussions provide some guidance in deciding what should be done to prepare administrators for their jobs.

Their own discussion of administrative tasks revolves around eight categories, the first six of which are defined fairly well in professional literature and in practice. The last two have been considered under other categories in the past, but the authors feel that they are growing in importance because of the kinds of problems modern administrators have faced and are expected to face in the future. The categories are as follows:

1. school-community relations
2. pupil personnel
3. curriculum and instruction
4. staff personnel
5. physical facilities
6. business management
7. staff development
8. evaluation

In reviewing representative studies conducted during the period 1920 to the present, it is obvious that one trend has gained support and is a point of agreement among authorities: ideally, the major function of the elementary school principal is to provide instructional leadership. In the 1980 edition of their book, Roe and Drake explain that "instruction of the students and learning by the students is the supreme reason for the school's existence. Organization and administration must then be considered as means and not ends" (p. vi). They develop the idea that the major task of the principal is to provide educational leadership to improve learning and all of the role behaviors listed in all the role categories should be directed toward the improvement of instruction.

In working toward improvement of instruction, Howell (1981) suggests that principals can analyze seven instructional leadership tasks -- supervision, teacher evaluation, staff development, scheduling, planning, selecting instructional materials, and processes of student evaluation -- to determine how much time needs to be devoted to tasks in each category and which tasks can be delegated to provide better instructional leadership. If an assistant principal is assigned to the school, certain instructional tasks could be delegated to him. However, a familiar refrain throughout the literature is that supervisory and curricular tasks are not being assigned to assistants as much as the assistants would prefer (Block, 1962; McMullen, 1964; Bridgewater, 1979; Friss, 1980).

Block (1962) cited a 1956 Report of the Superintendent's Committee on the Responsibilities of the Vice Principal in Philadelphia which suggested that the principal provide the assistant principal with a wide variety of administrative and supervisory experiences in eight functional areas. It is interesting to note that only one area dealt directly with instruction while three dealt directly with discipline.

1. Supervising and coordinating the instructional program of the school consistent with the citywide program of supervision
2. Guiding and improving pupil behavior
3. Handling pupil behavior cases which interfere with the orderly processes of the school and which cannot be dealt with adequately by teachers
4. Consulting with the principal on those cases which require suspension or referral to Juvenile Court.
5. Directing and supervising services which pertain to attendance, tardiness and early dismissals
6. Making decisions during the absence of the principal.
7. Assuming cooperative responsibilities related to school organization and operation
- 8 Coordinating or participating in school and community activities

After completing a study of elementary assistant principals in Buffalo, New York, Block (1962) stated that the findings of his study revealed that the ten most frequent responsibilities actually being assigned to assistant principals were:

1. clerical work
2. supervision and evaluation of teachers
3. revising the curriculum
4. administering the school in the absence of the principal
5. controlling pupil behavior
6. adjusting teacher pupil problems
7. conferring with parents
8. conducting youth activities
9. visiting other schools
10. conducting demonstration lessons

It is believed that the literature reviewed in this section represents substantial support for the use of categories of duties outlined for elementary school principals in determining the role of elementary school assistant principals. In comparing the role functions of principals outlined in the literature with the few studies that have determined functions of assistant principals, much similarity and overlap were found. Therefore, any attempt to identify the overall observed role behavior or preferred role behavior of assistant principals would have to include inquiry about the behaviors that are appropriate in fulfilling the functions of the principalship.

In addition to reviewing the literature on the functions of principals, though, a thorough review of the professional literature and existing job descriptions for assistant principals was made to determine specific role behaviors which should be included in each of the major categories of functions.

The May 1980 NASSP Bulletin included a job description for secondary school assistant principals developed from an examination of job descriptions of many school systems. Thirty-seven specific duties were grouped into five general categories: administration, teaching personnel, student personnel, curriculum, and external relations. Upon comparing these thirty-seven duties with those included in the literature regarding elementary principals and assistant principals, it was found that the duties were quite similar.

A two-part article written by Benjamin J. Novak (1963) for the American School Board Journal included information about duties of secondary assistant principals in the areas of instruction, staff, guidance and pupil behavior, organization and scheduling, activities program, plant and equipment, community relationships, research and reporting. With some exceptions, especially in the area of the "activities program," the duties were similar to those performed by elementary principals and assistant principals.

Job descriptions for the position of assistant principal provided by personnel directors of 62 Virginia school districts, and instruments used to collect data for investigations of various aspects of the role of elementary principal and assistant principal, served as other sources of specific tasks assistant principals may be expected to perform in each functional area (Block, 1962; McMullen, 1964; Kardan, 1977; Bridgewaters, 1979; Friss, 1980).

Effective School Administration

Effectiveness, a term used extensively in the literature, is filled with conceptual complexity when it refers to the performance of administrators. This complexity is partially the result of problems related to defining the role of administrators and problems related to defining school effectiveness. It is difficult to separate an administrator's effectiveness from the overall effectiveness of the school. Therefore, researchers have been reluctant to

attempt evaluation of the effectiveness of school administrators based upon their job performance because of the difficulty in obtaining an objective measure of this variable and the variables related to school effectiveness. Those who have attempted such an evaluation have usually relied on organizational variables in their research.

Campbell (1958) commented on the lack of agreement about what constitutes effective school administration:

At the present time effectiveness is what people think it is. Since the people making such judgments have different orientations or represent different reference groups, success in educational administration is defined quite differently, for example, by school board members and by school staffs.

Nor is this situation easy to correct. Ideally, effectiveness ought to be measured in terms of an administrator's contribution to the achievement of the purposes of the organization, in this case the enhancement of teaching and learning. This circumstance presents two difficulties: the complexities of educational appraisal, and the determination of the administrator's contribution to whatever learning may have taken place (p. 182).

Since "effectiveness is what people think it is," researchers have offered widely varying definitions of effectiveness. Many have attempted to determine a principal's effectiveness by looking for a relationship between personality traits or leadership style and school effectiveness. Trying to measure school effectiveness compounds the problem, but, generally, organizational variables such as school climate and teacher morale, are viewed as potential correlates of school effectiveness as are student achievement and community support (Erickson, 1979).

There is little agreement on the relationship of the personality traits of principals and organizational climate. For example, Tirpak (1970) found a moderately significant relationship between the personality of the principal and organizational climate, but Melnick (1970), with a high confidence rating, found no significant relationship between principal personality and organizational climate. There is no overwhelming evidence either way, but it is probable that positive personality traits, such as effective communication skills, high intelligence, democratic behavior, effective human relations skills, and interest in and understanding of the administrative task (Hough, 1960), are associated with open organizational climates. Yet, it is not clear whether open organization climates are significantly indicative of an effective school.

There appears to be agreement that personality variables have an influence on a school administrator's effectiveness, but the exact nature of their influence is uncertain (Scott, 1957; Hough, 1960; Hines, 1961; Tirpak, 1970; Melnick, 1970).

Investigators have also focused on leadership style and have attempted to find a relationship between leadership style and effectiveness. However, they have been unable to determine one best leadership style to ensure effectiveness. The most widely accepted view of the relationship between leadership style and effectiveness includes situational variables. Fiedler (1967), Reddin (1970), and Hersey and Blanchard (1977) developed contingency or situational theories of leadership which hold that effectiveness of leadership style is dependent upon the situation. Thus, any of the basic styles may be effective or ineffective in various situations. "The difference between the effective and ineffective styles is often not the actual behavior of the leader but the appropriateness of this behavior to the environment in which it is used (Hersey & Blanchard, 1977, p. 105).

A third, more common type of study conducted to determine the effectiveness of principals deals with administrative behavior and the concept of role expectations. According to role theory, the expectations referent groups hold affect the behavior of an administrator in a unique way, and each referent group expects a particular kind of behavior from the administrator. Consequently, each group subjectively evaluates the effectiveness of the principal in the light of their perceptions and expectations of the job to be performed.

Social systems theory has been used frequently to provide the framework for analyzing the effectiveness of a role incumbent (Davis, 1977). Getzels and Guba (1957) distinguished between effectiveness and efficiency in the two dimensions of their social systems model. Efficiency is related to the personality or idiographic dimension and effectiveness is related to the normative or institutional dimension. Individual effectiveness contributes to organizational effectiveness and can be judged only in relation to the rater's expectations.

Lark (1971) investigated the effectiveness of assistant principals in large and small Wisconsin secondary schools as rated by superintendents, principals, assistant principals, and teachers. Respondents were asked to indicate how an assistant should behave and how he does behave in regard to fifty specific tasks grouped into ten role categories. Further, respondents were asked to rate how effective the assistant principal was in each of the ten categories. Lark contended that high or low ratings of the assistant principals depended on whether or not the assistant principal behaved as the rater expected. In defending his method of measuring effectiveness, Lark stated:

There is no concern as to whether or not the expectations are realistic or the assistant principal's behavior properly perceived...
If an assistant principal's behavior conformed to the alter's

expectations, whether perceived erroneously or not, the alter will subjectively rate the assistant principal high on effectiveness (p. 48).

His investigation revealed that in small schools, there was a significant relationship between the principals' high effectiveness ratings of assistants and how closely principals perceived assistants as fulfilling the ideal role of assistant principal. There was also a significant relationship between high effectiveness ratings of assistant principals by principals and assistant principals and how well assistants were performing the ideal role as perceived by the two groups. An important implication of these findings is that assistant principals' behavior must be congruent with principals' expectations if they are to be rated effective. Also, assistant principals who have the opportunity to perform according to self-expectations rate themselves highly effective.

There is support for the idea that administrators must recognize and deal with the differing expectations of role definer groups. In fact, role conflict resulting from these differing expectations can be detrimental to the effectiveness of the administrator as well as the school. It is obvious that different role definer groups hold varying expectations of administrators.

Upon completion of a review of studies related to the effectiveness of elementary school principals, Cross (1981) suggested the studies have produced little of value in making generalizations about the effectiveness of principals. Yet, some useful implications have emerged. One such implication is that school administrators have to negotiate effectiveness criteria with various referent groups and should be aware of the expectations of those groups. Still, effectiveness is elusive.

It is well to remember that effectiveness, after all, is an artificial construct inherent in one's mind rather than in the nature of things. The idea of effectiveness, then, will always represent someone's values and biases and carry social and political ramifications (Cross, 1981, p. 22).

There is no shortage of people to fill administrative positions, but there is a scarcity of effective administrators. Successful schools depend upon effective leadership. The assistant principal holds an important position in the elementary school. Even though there are no universally accepted indicators for effectiveness of assistant principals, a clear understanding of the role on the part of assistant principals and their referent groups should result in more congruence between expectations and behavior. Such congruence will enhance the effectiveness of the role incumbent in providing the leadership so crucial to the success of elementary schools.

Administrative Roles

Administrative roles are enacted in the context of institutions which have certain characteristics and functions in common. Sergiovanni and Starrett (1979) outlined these characteristics and functions as follows:

1. Institutions have purposes. They are established to perform certain functions and are legitimized by client groups and societal groups on the basis of these functions. Purposes for schools are generally of two kinds: those which are manifest--the educational and custodial functions which win community and societal support--and those which are latent--the power gratification and growth rewards which members (teachers and administrators) seek.
2. Institutions are structural. Institutional goals are achieved through task diversification. Therefore roles are established with appropriate role descriptions. Each role is assigned certain responsibilities and resources, including authority for implementing given tasks. The ideas are conceived and responsibilities allocated in terms of actors, as defined below, rather than of personalities.
3. Institutions are normative. Roles serve as norms for the behavior of those who occupy the roles. Each actor or role incumbent is expected to

behave in certain predetermined ways in order to retain a legitimate position in the school.

4. Institutions are sanction-bearing. Institutions have at their disposal appropriate positive and negative sanctions for ensuring compliance with established norms (p. 64).

Institutions are social organizations and one of the characteristics of social organizations is the division of labor that occurs to facilitate accomplishment of organization goals. Individuals fill different specialized roles in which they manifest certain behaviors.

The elementary school is a social system and is made up structurally of a system of roles in which particular members function on behalf of the organization. The assistant principal fills one of these administrative roles. Barnard (1964) and Thomas and Biddle (1966) emphasized the interdependence of roles and the necessity to integrate roles for the effective accomplishment of organizational goals.

When viewing the complementary and interlocking roles found in an administrative organization, it is evident that the functions performed by incumbents of subordinate roles are as necessary to the operation of the organization as those functions performed by superordinates. Moreover, most roles are simultaneously superordinate and subordinate (Owens, 1970). For example, the elementary assistant principal is subordinate to the Superintendent and the principal but superordinate to the teachers and students.

During the last three decades, role theory has received attention in the literature and has been used by researchers who have attempted to understand and predict behavior in organizations. Handy (1976) believes role theory has been more useful in explaining behavior than in predicting it, but even explanations are helpful because they lead to understanding, and understanding may lead to

prediction. Gross and his colleagues (1958) contended that role theory has "yielded few significant hypotheses of theoretical importance" (p. 319). More recently, Bullock and Conrad (1981) supported this contention, but asserted the value of the theory:

At this writing, however, role theory consists of only a loose set of constructs, with little in the way of a formal theory. Moreover, it is difficult to find consensus on the nature of the central concepts of role theory. Some critics even point out the ambiguity surrounding the central term "role." Nevertheless, several of the concepts associated with role theory provide a noteworthy component of social behavior analysis which is missing from other approaches (pp. 123-124).

Some of the "ambiguity surrounding the central term 'role,'" has resulted from the close relationship of the terms position, status, and role. In his classic work, The Study of Man, Ralph Linton (1936) made a clear distinction between the terms status and role but maintained that they are closely related. A status is a collection of duties and rights while a role is the dynamic phase of a status. When a role incumbent puts a status into effect, he then is performing a role.

Viewing role in this way leads to the examination of the relationship between role enactment and role expectations. Role enactment, or role behavior, is strongly influenced by role expectations held by the role incumbent and his referent groups. Getzels and Guba (1957) define role expectations as the normative rights and duties of a role.

When the role incumbent puts these rights and duties into effect, he is said to be performing his role. The expectations define for the actor, whoever he may be, what he should do under various circumstances as long as he is the incumbent of a particular role (p. 424).

A basic premise of role theory is that conflict is a major element in role relationships. Apparently, the problem of role conflict is widespread. Kahn, Wolfe, Quinn, and Snoak (1974) conducted a nationwide survey of role conflict and role ambiguity. Five out of every six workers surveyed reported that they felt job tension. Thirty-five per cent of the workers were concerned about the lack of clarity of their job responsibilities, and twenty-nine per cent were disturbed about what their co-workers expected of them. The researchers concluded that these widespread role conflicts were adversely affecting job satisfaction and confidence in the organization.

Various role definer groups may hold differing expectations of a role. As the role incumbent attempts simultaneously to conform to conflicting sets of expectations, role conflict may result. Gross, Mason, and McEachern (1958) said role conflict can occur whenever a role incumbent feels that he is confronted with expectations that are incompatible. Lipham and Hoeh (1974) discussed role conflict as it affects school principals and offered the following definitions:

Interrole conflict refers to the disagreement between two or more roles simultaneously fulfilled by the principal--from the principal "wearing many hats."

Inter-reference group conflict refers to the disagreement in two or more reference groups in their expectations for the role of principal--"the man in the middle."

Intra-reference group conflict refers to the disagreement within a reference group in their expectations for the role of principal--"caught in group crossfire."

Role-personality conflict refers to the disagreement between the expectations for the role of the principal and his personality need-dispositions--"the man vs. the job."

Owens (1970) acknowledged the various types of role conflict and felt that all of them inhibit optimum performance of the role incumbent and lead to inconsistent behavior which is difficult to anticipate and predict.

Because of the complexity associated with school administration, assistant principals may experience role conflict which lessens their effectiveness. Such conflict may be decreased if there is a clear definition of the role of assistant principal. The definition will involve a combination of the role expectations that the members of the role definer groups have of the focal role (Handy, 1976).

In an article written about administrative roles and behavior, Chase and Guba (1955) discussed the importance of clear descriptions of the behavioral expectations held for an administrative role and the problems resulting from role conflicts. In the literature relating specifically to the role of elementary assistant principals, references are frequently made to a serious lack of role definition for the position. According to researchers who conducted the Educational Progress Survey for the Department of Elementary School Principals' Committee in 1923, there was not a defined pattern in the status or duties of assistant principals. Bridgewater (1979) maintains that contributors to contemporary research and professional literature are similarly vague in defining the role. Results of her own study of the actual and desired role of elementary assistant principals in the Indianapolis Public Schools supported her statement about the lack of role definition, and she recommended that the position be examined and defined by the local school districts which employ elementary assistant principals.

In addition to lack of role definition, Kahn and his associates (1974) offered two other concepts related to role conflict which may be relevant for the elementary school administrator. First, role ambiguity involves the

availability of information the role incumbent needs to perform his job. Second, role overload is defined as a "condition in which role senders (including the self as a role sender) hold compatible, legitimate expectations of the incumbent to perform a large number of tasks" (p. 20). Conflict may arise when the role incumbent realizes that he cannot fulfill all of the expectations and must establish priorities among tasks.

Interestingly, Handy (1976) discussed role underload and described it as a significant problem. "This form of role conflict arises when an individual feels that the role definition is out of line with his self-concept--out of line, that is, in terms of his capacity to handle a bigger role or a greater set of roles" (p. 60). Because role underload threatens an individual's self concept, it is an insidious, yet neglected, detriment to organizational effectiveness.

There is evidence in the literature that role underload may affect assistant principals in that their status is unclear. They are often thought of as only disciplinarians and attendance clerks. Coppedge (1968) offered support for this statement:

The present status of development in the position of assistant principal is less than desirable. Quite often the functions of the position are neither in focus with, nor challenging to, the qualifications of those who fill such positions. Only by an adjustment in the nature and functions of the position will it truly evolve into a truly contributive part of the administrative team.

Without this adjustment in the nature and functions of the position, it is likely that those who occupy such positions will be thought of only as "hatchet men."

James Potter (1980) echoed this idea when he discussed the problems related to stereotyping the assistant principal "as an enforcer whose only

responsibility is to chase smokers, dopers, and truants" (p. 9). According to Potter, assistant principals want to play a larger role in the total education program of the school. In a paper presented at the Annual Meeting of the Eastern Educational Research Association, Brottman (1981) added that the few studies available on secondary and elementary assistant principals suggest that assistant principals would like to expand their roles from primary involvement in maintenance functions to more involvement in curriculum development and supervision of instruction.

Studies of the role of elementary assistant principals specifically lend support to Brottman's statement. Block (1962), Groetsch (1969), and Friss (1980) recommended that assistant principals be delegated increased responsibility in the area of supervision and decreased responsibility in the area of clerical functions that could be performed just as well by clerks.

McMullen (1964) also stressed the importance of an expanded role for the elementary assistant principal and suggested that "the assistant principals' attitude toward and interest in their profession, and the desire to perform at a high level of competency appear to be involved" (p. 184).

Many social scientists argue that role theory is helpful in understanding organizational behavior since organizations are comprised of individuals interacting in certain roles. Handy (1976) suggested that role theory provides a "way of linking theories about individuals to theories about organizations" (p. 53). Bullock and Conrad (1981) suggested some implications of role theory for school administrators:

1. The stability of an organization depends upon effective completion of organizational tasks or problems. Thus, administrators must be concerned with effective role enactment.

2. Effective role enactment is related to clear role expectations and self-role congruence. Administrators should be sensitive to sources of unclarity and should attempt to clarify expectations for subordinates. In addition, they should ensure that the role incumbent has a clear undistorted understanding of the expectations for his role.

3. Administrators can increase self-role congruence by considering organizational needs, role requirements and personal characteristics of potential incumbents when filling positions in the organization.

4. Role conflict is inevitable even when there is effective role enactment and may signal unresolved differences in expectations. The sensitive administrator "must continually define and interpret roles in order to deal effectively with role conflicts" before they adversely affect organizational effectiveness (pp. 147-149).

Role theory places emphasis upon how a particular role becomes defined and the specific characteristics of the definition which are important in this study since the study is concerned with determining the agreement which exists between the administrative role incumbent's definition of his role and definitions of two of his role definer groups.

Summary

The review of the literature and research related to this investigation revealed that there is a growing recognition that assistant principals are needed in elementary schools to help principals meet the increasing administrative, supervisory, and instructional demands made on them as chief administrator of the school. The limited research on the role of elementary assistant principals provides evidence that assistant principals can enhance the effective administration of elementary schools and improve the services offered to students.

Assistant principals are dependent, in most cases, upon the principal for role definition; therefore, the role varies from school to school and system to system. There is seldom a comprehensive and explicit written job description for the position, and the lack of a clear role definition is well documented.

Few references are made in the literature to the functions of assistant principals; however, the functions of principals have been studied extensively and many of these studies were reviewed to determine tasks that could be assigned to assistant principals. Authorities consistently grouped the functions of principals into major categories. Researchers who have conducted investigations of the role of assistant principals have concluded that assistants are performing clerical duties and duties involving disciplining students more than duties related to curriculum and instruction. They suggested that the assistant principal's role should be expanded to include a balance of duties in each of the major categories.

While the assistant principal can make an important contribution to the school to which he is assigned, his effectiveness in performing assigned duties may be affected by the differing expectations held by referent groups as well as by the lack of role definition. Effectiveness is difficult to measure and attempts to relate personality traits or leadership style to a role incumbent's effectiveness have not produced any conclusive evidence.

In contrast, social systems theory provides a conceptual framework for determining effectiveness of a role incumbent by studying the congruence of expectations and behavior. It is suggested that any rating of effectiveness will be somewhat subjective since effectiveness is what people think it is; however, this fact should not prevent investigations of effectiveness. It is important to know how various groups rate the effectiveness of assistant principals even though the rating is subjective.

Role theory places emphasis upon how a particular role becomes defined and the specific characteristics of the definition which are important to this investigation. The relationship between role enactment and role expectations is explored in this study. It is believed that a clear understanding of the expectations of various role definer groups will reduce role conflict felt by assistant principals and will increase their effectiveness in performing their role.

Chapter 3

Methods and Procedures

This study was designed to determine how principals, assistant principals, and teachers differ in their perceptions of the observed role behavior, preferred role behavior, and effectiveness of assistant principals in Virginia public elementary schools. An ex post facto research design was selected since the researcher had no direct control of predictor variables because "their manifestations have already occurred" (Kerlinger, 1973, p. 379). Relationships were analyzed between the criterion variable, effectiveness, and predictor variables, job description and role behavior congruence scores in five role categories: administrative, staff personnel, student personnel, curriculum/instruction, and school/community relations. The research questions and the methods and procedures used to answer those questions are presented in this chapter.

Sample

Population for the Study. The Virginia public school system included 140 school districts serving elementary school students at the time this study was designed. For the purpose of this study, elementary schools in each district which met the following criteria were considered for the sample:

1. A principal and a full-time assistant principal assigned to the school
2. A grade range of any combination of pre-kindergarten through grade six

An accurate and complete listing of this population was obtained from the Virginia Department of Education. A total of 236 elementary schools satisfying the criteria comprised the population from which the sample was selected. Twenty-nine percent of the population (69 schools) was randomly selected. However, fifteen of the schools did not participate in the study, so the final study sample included 54 schools, approximately 23 per cent of the total population, or 75.4 per cent of the random sample.

Sampling Procedure. An equal and independent chance of selection for the study sample was provided for all the elementary schools in the defined population by means of a table of random numbers. This sampling technique is frequently used by educational researchers since it is a convenient yet "powerful technique for selecting a sample that is representative of a larger population" (Borg & Gall, 1971, p. 120). The Random Numbers abridged from Handbook of Tables for Probability and Statistics (Babbie, 1975) and Langley's (1973) directions were used to randomly select 69 schools.

A minimum of 47 schools, or 20 per cent of the population, was seen as a necessary study sample for statistical analysis. Over-sampling was employed so the generated sample would provide a sufficient number of schools in the event that some school principals chose not to participate in the study.

Instrumentation

The rated effectiveness of elementary school assistant principals was theorized to be related to the congruence of observed-preferred role behavior of assistant principals as perceived by principals, assistant principals, and teachers. The Role Analysis Questionnaire was developed by the investigator to operationalize and measure the constructs of observed role behavior, preferred role behavior, and effectiveness of assistant principals.

After reviewing the literature, it was evident that authorities disagreed about the tasks that should constitute the role of elementary school assistant principals. However, they generally agreed that the tasks should be selected from functional areas that are ultimately the responsibility of the school principal. An exhaustive list of potential duties and responsibilities was compiled from information found in the professional literature regarding functions of principals as well as from research studies conducted on various aspects of the role of elementary assistant principals (Block, 1962; McMullen, 1964;

Bridgewaters, 1979; Friss, 1980) and from duties outlined in job descriptions supplied by 62 Virginia school districts. The listed duties and responsibilities were analyzed and translated into role behavior statements. One hundred eight role behavior statements were identified for possible use in the survey instrument.

As a first phase in establishing content validity of the instrument, the list of 108 behavior statements compiled by the investigator was mailed to a panel of twelve judges, including central office personnel, principals, assistant principals, and teachers, with a request that they read the statements and rate them as: 1 - item is acceptable as stated; 2 - item could not be assigned to an assistant principal; or A - item could be assigned to an assistant principal; however, it is not logically stated or is not in agreement with other items. The judges were encouraged to change the wording of items or to suggest additional items to improve the list.

All twelve judges complied with the request. Their responses were tabulated and examined. As a result, 22 overlapping or unrelated behavior statements were eliminated, 19 statements were combined through rephrasing, and the word "assist" was added to 16 statements. A new list of 75 behavior statements was made.

As a second phase in establishing content validity, the behavior statements were placed on individual cards and a panel of nine judges, including teachers, principals, and an assistant principal, participated in a modified Q-sort process to categorize and rank the statements in order of importance. The following categories were used: administrative role behaviors, staff personnel role behaviors, student personnel role behaviors, curriculum/instruction role behaviors, and school/community relations role behaviors. Again, the judges

were encouraged to change or add items. The Q-sort process resulted in the elimination of nine behavior statements, leaving 66 statements for inclusion in the instrument used in the pilot study.

The reliability of an instrument is related to its accuracy and stability. "Reliability can be defined as the relative absence of errors of measurement in a measuring instrument" (Kerlinger, 1973, p. 443). Reliability can be improved if the items on the instrument are written unambiguously and if instructions are clearly stated.

Results of the pilot study as well as the procedures used by the judges in establishing content validity contributed to improving the reliability of the instrument. To determine further its reliability, the proposed final form of the instrument was administered to a group of 21 teachers, an assistant principal, and a principal of an elementary school. After one week, the same instrument was readministered to the same group under similar conditions. A Pearson product-moment correlation coefficient was calculated between the two testings for each of the major variables. The correlation between Observed Role Behavior equaled .94; Preferred Role Behavior .98; Effectiveness .87. The combined mean reliability coefficient was .93 and represented a high level of reliability for the purpose of this study (Abel, 1965).

Description of the Instrument. The Role Analysis Questionnaire consists of two parts. Part I of the instrument recorded descriptive data from all respondents. Part II of the instrument included 66 role behavior statements descriptive of tasks assistant principals perform in carrying out their role. The statements were grouped into the following categories: administrative tasks, staff personnel tasks, student personnel tasks, curriculum/instruction tasks, school/community relations tasks. Role behavior statements were rated by respondents on a Likert-type measurement scale, a five-point scale in which

the interval between each point is assumed to be equal. Respondents rated the behavior statements in two dimensions: preferred role behavior and observed role behavior. At the end of each role category, respondents rated the effectiveness of assistant principals in that category using the same Likert-type scale used for perceptions of observed and preferred role behavior.

Three approaches were explored for measuring respondents' perceptions of the effectiveness of assistant principals. First, effectiveness could be measured by asking respondents to give one over-all rating; however, one rating would not reveal the effectiveness of assistant principals in specific role categories. Second, respondents could rate the effectiveness of assistant principals on each behavior statement, similar to the method used to measure observed and preferred role behavior. Information gathered from the pilot study, from members of the panel of judges, and from the researcher's colleagues, suggested that respondents may view this method as unnecessarily time consuming. In addition, even though respondents were assured of the confidentiality of their responses, and even though they were instructed that responses should be made in terms of their opinion of the position of elementary school assistant principal, not just the individual occupying the position in their school, some would be unwilling to respond honestly to such a specific measure of effectiveness.

Therefore, the third approach in which respondents rated effectiveness in each of the five role categories was chosen and this approach produced adequate diagnostic data for this investigation.

Determination of the quality of the written job description was made from criteria developed for judging the comprehensiveness and explicitness of job descriptions received from 26 of the school systems included in the sample. The other nine systems did not have a written job description for the position

of elementary assistant principal. The panel of nine judges rated the descriptions on a scale of one to five in each of the five role categories. A zero rating was given to systems which did not have a written job description for the position. The ratings made for each school system were matched with returned questionnaires from that system for statistical analysis.

The Pilot Study

In an effort to help establish content validity and improve the reliability of the Role Analysis Questionnaire, a pilot study was conducted in five schools which were judged to be representative of the schools in the selected sample. Participants in the pilot study were encouraged to change or add behavior statements and to make suggestions about the instructions and/or data collection procedures. They were also asked to record in the upper right-hand corner the length of time it took them to complete the questionnaire.

The instrument used in the pilot study contained two separate measures of effectiveness. The first measure was item by item and the second measure was by role category. The purpose of including both measures was to assist the investigator in determining the best approach to use in recording respondents' perceptions of the effectiveness of assistant principals on the final form of the questionnaire.

Method of Collecting Data

A letter was mailed to the Central Office Administrator for Personnel in the 62 Virginia school districts employing assistant principals for elementary schools. They were requested to supply a copy of their system's written job description for elementary assistant principals. All systems responded by either supplying a copy of the description or advising that their system did not have such a description.

A letter was written to the superintendent or central office administrator responsible for research of each school district in the sample briefly explaining the study and requesting permission to contact the principals of schools selected for the sample from that district. Thirty-two affirmative replies were received. Negative replies were received from three school districts. One school had been selected from each of those three districts; therefore, the sample was reduced by three.

A letter was written to principals of the 66 schools remaining in the sample explaining the study and requesting their participation. Fifty-four principals agreed to participate in the study and they supplied a roster of teachers from which 25 per cent of the teachers were randomly selected to receive survey instruments. A Role Analysis Questionnaire, instructions, and a self-addressed stamped envelope were mailed to 54 principals, 54 assistant principals and 481 teachers. Four hundred nineteen questionnaires were returned for an overall return rate of 71%; 88.8% of the principals replied; 83.3% of the assistant principals replied; and 66.7% of the teachers replied.

Null Hypotheses

In this study, the following null hypotheses were tested:

1. There are no significant differences among principals, assistant principals, and teachers in their perceptions of the observed role behavior of assistant principals as measured by the Role Analysis Questionnaire.
2. There are no significant differences among principals, assistant principals, and teachers in their perceptions of the preferred role behavior of assistant principals as measured by the Role Analysis Questionnaire.
3. There are no significant differences among principals, assistant principals, and teachers in their perceptions of the effectiveness of assistant principals as measured by the Role Analysis Questionnaire.

4. There is no significant relationship between the rated effectiveness of assistant principals and the congruence of their observed and preferred role behavior as measured by the Role Analysis Questionnaire.

5. There is no significant relationship between the rated effectiveness of assistant principals and the quality of their written job description.

Treatment of the Data

The data were computer analyzed and Analysis of Variances used to test Null Hypotheses 1, 2, and 3 were obtained through use of the SPSS subprogram Breakdown. Bivariate correlation analysis was used to test Null Hypotheses 4 and 5 by determining the strength and direction of the relationship between the criterion variable and the predictor variables. Specifically, the SPSS program, Pearson Corr was used to compute Pearson product-moment correlations for paired variables.

Separate analyses of each category and each task were performed for observed role behavior and preferred role behavior. Because of the large number of analyses performed, the risk of a Type 1 error was considerable. Therefore, only those values at the .01 level or less were accepted to indicate significant differences.

Summary

The purpose of this study was to determine the quality of written job descriptions for the position of elementary assistant principal and to measure the observed role behavior, preferred role behavior, and effectiveness of assistant principals. The hypotheses were drawn from the literature and data to test the hypotheses were collected through the use of a Role Analysis Questionnaire and analysis of written job descriptions. The criterion variable can be designated as Y = Effectiveness, and predictor variables can be designated as X_1 = Job Description and X_2 = Role Behavior Congruence Scores.

The subjects for this investigation included principals, teachers, and assistant principals in 54 schools which participated out of 69 randomly selected Virginia public elementary schools. The subjects were asked to complete the Role Analysis Questionnaire and the data were computer analyzed.

Chapter 4

Presentation and Analysis of Data

Data were collected to determine whether there are significant differences among principals, assistant principals, and teachers in their perceptions of the role behavior and effectiveness of elementary assistant principals and to determine whether there is a significant relationship between congruence of role behavior scores and effectiveness as rated by the respondents. Further, written job descriptions were collected and rated as to quality so a determination could be made of the relationship between the quality of the job description and the rated effectiveness of assistant principals. The data obtained from the Role Analysis Questionnaire and from written job descriptions are presented and analyzed in this chapter. When appropriate, data are discussed in five categories: administrative role behavior, staff personnel role behavior, student personnel role behavior, curriculum/instruction role behavior, and school/community relations role behavior.

Analysis of Observed Role Behavior

Hypothesis 1. There are no significant differences among principals, assistant principals, and teachers in their perceptions of the observed role behavior of assistant principals as measured by the Role Analysis Questionnaire.

One-way analysis of variance procedures used to test this hypothesis produced a mean score for each of the three groups for the variable observed role behavior. The obtained F ratio of 5.594 with an associated probability of .0040 indicated that there are significant differences among the means of the three groups. The F ratio was sufficiently significant to reject Hypothesis 1. Results of the analysis of variance are reported in Table 1.

Analysis of variance procedures were used to examine the categories of tasks as listed on the questionnaire. Significant differences were evident in three of the five categories:

Staff Personnel ($F = 9.780, p = .0001$)

Student Personnel ($F = 4.913, p = .0078$)

Curriculum/Instruction ($F = 10.019, p = .0001$)

To determine specific tasks which were the source of differing perceptions of observed role behavior, analysis of variances were made for each task. The means of the groups were significantly different at the .01 level on 21 of the 66 specific tasks included on the Role Analysis Questionnaire. The mean response scores and standard deviations of respondents for each category and for each task are presented in Appendix E, Tables A through F. Table 2 shows a comparison among the number of items for which significant differences and no significant differences were found in each category.

An examination of the items grouped under Administrative Tasks revealed that 13 of the 14 items did not produce significant differences among the groups. The only administrative task on which the groups held significantly different perceptions was:

Administer the school in the principal's absence ($F = 6.538, p = .0016$)

The Staff Personnel Tasks category contained 13 items and the following seven were significant:

Involve staff in developing school procedures and regulations

($F = 5.805, p = .0033$)

Advise and counsel with members of the staff ($F = 4.693, p = .0096$)

Mediate disagreements among personnel ($F = 4.994, p = .0072$)

Participate in interviews of certified and non-certified personnel for employment purposes ($F = 8.246, p = .0003$)

Table 1
One Factor Analysis of Variance of Principals', Assistant
Principals', and Teachers' Perceptions of Observed Role Behavior

Source of Variation	Sum	Mean	Standard Deviation	Number of Cases
Principals	11308.0000	235.5833	37.6828	48
Assistant Principals	10905.0000	242.3333	42.4537	45
Teachers	72112.0000	221.2025	47.4293	326
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio
Between Groups	23491.729	2	11795.864	
Within Groups	877140.305	416	2108.510	
				^a 5.595

^aSignificant at .01 level; $p = .0040$

Assist teachers in planning and conducting parent-teacher conferences

($F = 14.082$, $p = .0000$)

Assist teachers in providing a classroom atmosphere conducive to good learning situations ($F = 18.3777$, $p = .0000$)

Involve staff in formulating and evaluating school philosophy and goals

($F = 5.187$, $p = .0060$)

Principals, assistant principals, and teachers held significantly different perceptions of four of the 13 items in the Student Personnel Tasks category:

Monitor placement of students ($F = 4.643$, $p = .0101$)

Coordinate programs for gifted and/or special education students

($F = 4.761$, $p = .0090$)

Assist teachers in diagnosing and controlling student behavior

($F = 5.477$, $p = .0045$)

Conduct parent conferences regarding pupil discipline, attendance, health, and/or academic achievement ($F = 7.476$, $p = .0006$)

Of the 14 items included in the Curriculum/Instruction Tasks category, the following nine were significant and three of the nine were highly significant:

Observe teachers in the classroom ($F = 9.325$, $p = .0001$)

Review teacher lesson plans ($F = 16.990$, $p = .0000$)

Follow-up classroom visits with teacher conferences, diagnosis, and planning ($F = 15.451$, $p = .0000$)

Confer with teachers regarding educational progress, promotion and retention of students ($F = 5.855$, $p = .0031$)

Assist teachers in evaluating student performance ($F = 11.756$, $p = .0000$)

Confer with teachers about instructional problems ($F = 9.407$, $p = .0001$)

Assist teachers in selecting curricular materials ($F = 6.980$, $p = .0010$)

Interpret achievement test results for curricular planning ($F = 5.228$, $p = .0057$)

Assist teachers in selecting appropriate objectives to meet individual needs of students and to improve instruction ($F = 8.557$, $p = .0002$)

The perceptions of the study groups were not significantly different on any of the 12 items listed in the School/Community Relations Tasks category for observed role behavior.

The mean score of teachers' perceptions was lowest of the three groups on each of the tasks identified as significant, indicating that teachers perceived assistant principals actually performing those tasks less than principals and assistant principals. Mean scores for teachers ranged from a low of 2.6503 for "Review teacher lesson plans" to a high of 4.5092 for "Administer the school in the principal's absence."

Analysis of Preferred Role Behavior

Hypothesis 2. There are no significant differences among principals, assistant principals, and teachers in their perceptions of the preferred role behavior of assistant principals as measured by the Role Analysis Questionnaire.

Examination of the mean scores obtained from one-way analysis of variance procedures revealed that the three groups did not hold significantly different perceptions of the preferred role behavior of assistant principals. The obtained F ratio of 2.356 with an associated probability of .0961 indicates that hypothesis 2 should not be rejected at the .01 level. Results of the analysis of variance are reported in Table 3.

Analysis of variance procedures were used to examine the categories of tasks as listed on the questionnaire. Even though the obtained F ratio for total preferred role behavior was not sufficient to reject the hypothesis of no difference, significant differences were evident in two of the five categories:

Table 2
Significant Differences Among Principals', Assistant Principals',
and Teachers' Perceptions of Observed Role Behavior by Category

Category	Number of items of significant difference	Number of items of no significant difference
Administrative	1	13
Staff Personnel	7	6
Student Personnel	4	9
Curriculum/Instruction	9	5
School/Community Relations	0	12
Total	21	45

Student Personnel ($F = 5.405$, $p = .0048$)

School Community Relations ($F = 5.749$, $p = .0034$)

To determine specific tasks which were the source of differing perceptions of preferred role behavior, analysis of variances were made for each task. The means of the groups were significantly different at the .01 level on 13 of the 66 specific tasks included on the Role Analysis Questionnaire. The mean response scores and standard deviations of respondents for each category and for each task are presented in Appendix E, Tables G through L. Table 4 shows a comparison among the number of items for which significant differences and no significant differences were found in each category.

The one administrative task that yielded a significant difference was:

Represent the school at professional meetings ($F = 6.674$, $p = .0014$)

Likewise, one task was significant in the Staff Personnel category:

Assist teachers in providing a classroom atmosphere conducive to good learning situations ($F = 5.640$, $p = .0038$)

Four of the thirteen items included in the Student Personnel category were significant:

Supervise students outside the classroom (e.g. cafeteria, bus lanes, halls, etc.) ($F = 6.052$, $p = .0026$)

Employ disciplinary measures to control student behavior ($F = 11.066$, $p = .0000$)

Counsel with students referred for reasons of discipline, attendance, health, and/or academic achievement ($F = 7.914$, $p = .0004$)

Mediate teacher-student problems ($F = 8.601$, $p = .0002$)

Examination of Curriculum/Instruction tasks revealed four tasks on which the study groups held significantly different perceptions:

Observe teachers in the classroom ($F = 9.086$, $p = .0001$)

Review teacher lesson plans ($F = 12.773$, $p = .0000$)

Follow-up classroom visits with teacher conferences, diagnosis, and planning ($F = 10.434$, $p = .0000$)

Table 3
 One Factor Analysis of Variance of Principals', Assistant
 Principals', and Teachers' Perceptions of Preferred Role Behavior

Source of Variation	Sum	Mean	Standard Deviation	Number of Cases
Principals	12131.0000	252.7292	36.2543	48
Assistant Principals	12005.0000	266.7778	31.6837	45
Teachers	85788.0000	263.1534	34.3219	326
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio
Between Groups	5535.538	2	2767.769	
Within Groups	488793.588	416	1174.985	
				^a 2.356

^aNot significant at .01 level; $p = .0961$

Table 4
Significant Differences Among Principals', Assistant Principals',
and Teachers' Perceptions of Preferred Role Behavior by Category

Category	Number of items of significant difference	Number of items of no significant difference
Administrative	1	13
Staff Personnel	1	12
Student Personnel	4	9
Curriculum/Instruction	4	9
School/Community Relations	3	9
Total	13	53

Communicate with curriculum specialists and/or central office administrative staff regarding school needs ($F = 5.153$, $p = .0062$)

Three of the School/Community Relations tasks produced significant differences. The study groups did not hold significantly different perceptions of what they observed assistant principals doing on the tasks in this category; however, they differed significantly on what they prefer assistant principals to do on the following three items:

Receive and consider suggestions made by parents to interpret various aspects of the school program ($F = 5.0555$, $p = .0068$)

Coordinate school visitation program for parents and guests ($F = 5.055$, $p = .0034$)

Orient new staff members to the school and community ($F = 10.016$, $p = .0001$)

The means of teachers were highest of the three groups on the following significant tasks, indicating that they expected these behaviors more than principals and assistant principals:

Represent the school at professional meetings

Supervise students outside the classroom

Employ disciplinary measures to control student behavior

Counsel with students referred for reasons of discipline, attendance, health, and/or academic achievement

Mediate teacher-student problems

Communicate with curriculum specialists and/or central office administrative staff regarding school needs

Receive and consider suggestions made by parents to interpret various aspects of the school program

Coordinate school visitation program for parents and guests

Orient new staff members to the school and community

The means of teachers were lowest of the three groups on the following significant tasks, indicating that they expected these behaviors less than principals and assistant principals:

Assist teachers in providing a classroom atmosphere conducive to good learning situations

Observe teachers in the classroom

Review teacher lesson plans

Follow-up classroom visits with teacher conferences, diagnosis, and planning

Analysis of Effectiveness Rating

Hypothesis 3. There are no significant differences among principals, assistant principals, and teachers in their perceptions of the effectiveness of assistant principals as measured by the Role Analysis Questionnaire.

As explained in Chapter 3, the independent effectiveness ratings were made in five categories to provide more diagnostic data than would be provided by one over-all effectiveness rating. A one-way analysis of variance was conducted to test the hypothesis. Mean scores of each group for the variable effectiveness were analyzed. Assistant principals had the highest mean score while teachers had the lowest mean score. The obtained F ratio of 6.375 with an associated probability of .0019 was sufficiently significant to reject hypothesis 3 at the .01 level of significance. Results of the analysis of variance are reported in Table 5.

Analysis of variance procedures were used to determine task categories which showed significant differences among the groups. Two of the five categories were significant the .01 level of confidence:

Staff Personnel ($F = 5.483$, $p = .0045$)

Curriculum/Instruction ($F = 9.344$, $p = .0001$)

An examination of the mean response scores and standard deviations of respondents contained in Appendix E Table M reveals that respondents' perceptions were significantly different in two other categories at the .05 level of significance:

Table 5

One Factor Analysis of Variance of Principals', Assistant
Principals', and Teachers' Perceptions of Effectiveness

Source of Variation	Sum	Mean	Standard Deviation	Number of Cases
Principals	971.0000	20.2292	3.3085	48
Assistant Principals	958.0000	21.2889	3.4179	45
Teachers	6279.0000	19.2607	4.0226	326
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio
Between Groups	184.833	2	92.415	
Within Groups	6030.561	416	14.497	
				^a 6.375

^aSignificant at .01 level; $p = .0019$

Administrative ($F = 3.704$, $p = .0254$)

Student Personnel ($F = 3.057$, $p = .0481$)

The mean scores followed a pattern in each of the categories: assistant principals had the highest mean scores, followed by principals' mean scores, and teachers' mean scores were lowest.

Analysis of Relationship Between Rated Effectiveness and Congruence of Role Behaviors

Hypothesis 4. There is no significant relationship between the rated effectiveness of assistant principals and the congruence of their observed and preferred role behavior as measured by the Role Analysis Questionnaire.

The hypothesis was analyzed to determine whether congruence of preferred role behavior and observed role behavior was related to an independent measure of rated effectiveness. To conduct the analysis, a new set of scores was obtained by finding the difference between the preferred behavior scores and the observed behavior scores. The new difference scores were compared for a significant relationship to effectiveness scores using the correlation coefficient derived from bivariate correlation analysis.

When the total difference was compared to total effectiveness, a correlation coefficient of $-.5211$ was produced with an associated probability of $.000$ which provided evidence that a significant inverse relationship existed between the two variables (i.e. as the difference score increased, the effectiveness score decreased). Therefore, hypothesis 4 was rejected at the $.01$ level.

To facilitate further analysis of the relationship, the mean difference scores produced by analysis of variance procedures were examined. Results of the analyses are reported in Appendix E, Table N. The lowest mean difference scores were for the Student Personnel category, according to principals and assistant principals with means of 1.9167 and 1.7556 respectively. Teachers had the lowest difference in the administrative category; however, they still saw more

difference between observed and preferred role behavior in that category than the administrators saw. In fact, the mean scores of teachers were higher in every category than the mean scores for administrators. Teachers saw the most difference in Curriculum/Instruction tasks (10.2914). Means and standard deviations for difference scores are presented in Table 6.

Analysis of variance procedures used to determine significant differences among the three study groups on specific tasks identified 22 tasks on which the difference scores of the three groups were significant at the .01 level. With the exception of one task where assistant principals saw the largest difference -- develop plan for continuous cooperative curriculum development -- teachers reported the largest discrepancy in how they observed assistant principals behaving and how they would like for them to behave on every significant task.

Administrative Tasks

Assist principal in planning and supervising emergency preparedness program ($F = 4.816$, $p = .0086$)

Staff Personnel Tasks

Involve staff in developing school procedures and regulations

($F = 12.109$, $p = .0000$)

Advise and counsel with members of the staff ($F = 6.608$, $p = .0015$)

Mediate disagreements among personnel ($F = 10.721$, $p = .0000$)

Participate in interviews of certified and non-certified personnel for employment purposes ($F = 9.180$, $p = .0001$)

Assist teachers in planning and conducting parent-teacher conferences

($F = 7.752$, $p = .0005$)

Assist teachers in providing a classroom atmosphere conducive to good

Learning situations ($F = 8.106$, $p = .0004$)

Table 6
Means and Standard Deviations for Difference
Between Observed and Preferred Behavior of Assistant Principals

Categories	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Administrative	2.8542	4.6080	4.4889	7.8324	6.2025	8.1094
Staff Personnel	3.5208	6.0564	5.9111	8.0392	10.0706	10.0297
Student Personnel	1.9167	4.3508	1.7556	5.9320	7.3374	9.4284
Curriculum/ Instruction	4.4792	8.0846	7.5556	9.1938	10.2914	12.5123
School/Community Relations	4.3650	8.3986	4.7333	7.6882	8.0491	9.9025

Involve staff in formulating and evaluating school philosophy and goals

($F = 7.190$, $p = .0009$)

Coordinate assignment of student teachers in the school ($F = 4.685$, $p = .0097$)

Student Personnel Tasks

Assist teachers in diagnosing and controlling student behavior

($F = 5.974$, $p = .0028$)

Approve or disapprove student absences and/or tardiness ($F = 7.684$, $p = .0005$)

Supervise students outside the classroom (e.g. cafeteria, bus lanes, halls, etc.) ($F = 8.126$, $p = .0003$)

Employ disciplinary measures to control student behavior ($F = 8.399$, $p = .0003$)

Counsel with students referred for reasons of discipline, health, attendance, and/or academic achievement ($F = 7.434$, $p = .0007$)

Conduct parent conferences regarding pupil discipline, attendance, health, and/or academic achievement ($F = 10.023$, $p = .0001$)

Orient pupils and parents new to the school to school facilities and regulations ($F = 5.575$, $p = .0041$)

Mediate teacher-student problems ($F = 9.410$, $p = .0001$)

Curriculum/Instruction Tasks

Develop plan for continuous, cooperative curriculum development

($F = 5.180$, $p = .0060$)

Demonstrate and encourage teachers to try new instructional techniques and methods ($F = 5.792$, $p = .0033$)

Confer with teachers about instructional problems ($F = 5.004$, $p = .0071$)

School/Community Relations Tasks

Assist and support teachers in their professional relations with students, staff, and parents ($F = 5.443$, $p = .0046$)

Orient new staff members to the school and community ($F = 8.614$, $p = .0002$)

The mean scores and standard deviations for the difference for each task are reported in Appendix E, Tables O through S.

Additional analyses were made by comparing the relationship of differences and effectiveness by categories and by individual tasks by means of bivariate correlation procedures. Pearson correlation coefficients were obtained for each category to determine the areas in which a significant relationship existed between the congruence of observed and preferred role behavior with the independent effectiveness rating in each category. A significant inverse relationship was found in the Administrative category, $-.4786$, $p = .000$, and significant positive relationships were found in the other four categories: Staff Personnel, $.4562$, $p = .0001$; Student Personnel, $.4529$, $p = .000$; Curriculum/Instruction, $.4536$, $p = .000$; and School/Community Relations, $.3924$, $p = .000$. These findings offered additional support for the rejection of null hypothesis four.

Because the effectiveness ratings were made in categories, a correlation between each of the five effectiveness ratings and each of the 66 tasks was computed to determine their relationship. The coefficients and probabilities are presented in Appendix F, Table T. The findings indicated that difference scores for all tasks were significantly related to the Administrative Task Effectiveness ratings; 64 tasks were significantly related to Staff Personnel Tasks effectiveness rating; 63 tasks were significantly related to Student Personnel Task Effectiveness rating; 64 items were significantly related to Curriculum/Instruction Tasks Effectiveness rating; and 56 tasks were significantly related to School/Community Relations Tasks Effectiveness rating. The difference in all items included in each category were significantly related to the effectiveness rating in that particular category. For example, the differences in all fourteen administrative tasks were significantly related to the Administrative Tasks Effectiveness rating.

Analysis of Relationships Between Effectiveness and Job Description

Hypothesis 5. There is no significant relationship between the rated effectiveness of assistant principals and the quality of their job description.

Job description scores designating the quality of the written job description in each of the five categories were determined from ratings of comprehensiveness and explicitness assigned by a panel of nine judges. The job description scores were compared for a significant relationship to effectiveness scores using the correlation coefficients produced by the bivariate correlation analysis.

The correlation coefficient comparing the variables job description and effectiveness of $-.460$ with an associated probability of $.174$ was not sufficient to reject the null hypothesis. According to this comparison there is not a significant relationship between the quality of the assistant principal's written job description and his rated effectiveness.

To assist in further analysis of the relationship, Pearson correlation coefficients were calculated for the two variables in each category. Examination of the coefficients contained in Table 7 offers support for not rejecting the null hypothesis since there was not a significant relationship at the $.01$ level in any of the categories.

Summary

Five hypotheses were presented in this chapter. The findings were discussed in terms of the statistical analyses used to test the five null hypotheses. Hypotheses one, two, and three were tested by one-way analysis of variance procedures. Table 1 contains results showing that significant differences exist between the perceptions of principals, assistant principals, and teachers regarding the observed role behavior of elementary assistant principals. Therefore, null hypothesis one was rejected at the $.01$ level of significance.

Table 7
Correlation Coefficients Between Job Description
Scores and Effectiveness Scores

Category	Adminis- trative	Staff Personnel	Student Personnel	Curriculum/ Instruction	Sch./Comm Relations
Coefficients	-.1028	.0115	-.1035	.0856	-.0076
Probabilities	.018	.407	.017	.040	.438

Table 3 contains results showing that a significant difference does not exist among the perceptions of principals, assistant principals, and teachers regarding the preferred role behavior of elementary assistant principals. Therefore, null hypothesis two was not rejected at the .01 level. Tables G-L in Appendix E present specific preferred tasks on which the study groups held significantly different perceptions; however, those differences do not appear great enough to cause a significant difference in the variable total preferred role behavior.

Table 5 contains results showing that significant differences exist between the perceptions of the groups regarding the effectiveness of elementary assistant principals. Therefore, null hypothesis three was rejected at the .01 level. Teachers rated assistant principals the least effective of the three groups in each of the five categories while assistant principals rated themselves most effective.

Hypothesis four was tested by bivariate correlation analysis. A new set of scores, called difference scores, was obtained by subtracting observed role behavior scores from preferred role behavior scores. In this analysis, difference scores were compared to effectiveness scores in each category. The comparison produced a significant correlation coefficient, and null hypothesis four was rejected at the .01 level. Teachers saw the greatest difference between how assistant principals behave and how they would like them to behave. Teachers also rated assistant principals lower in effectiveness than the other groups. Table 6 reports means and standard deviations for difference scores.

Pearson correlation coefficients obtained when the variables job description and effectiveness were compared are reported in Table 7. The coefficients did not support rejection of null hypothesis five which stated that there is no significant relationship between the quality of the job description and rated effectiveness.

Chapter 5

Summary, Conclusions, Discussion, and Recommendationa

The statement of the problem, a selected review of the literature, a report of methods and procedures, and analyses of the findings were presented in the first four chapters. In this chapter, a summary of the study and findings are presented as well as conclusions and implications drawn from the conclusions. Recommendations for further study are also presented.

Summary

It was the purpose of this study to measure the observed role behavior, preferred role behavior, and effectiveness of assistant principals in Virginia public elementary schools as perceived by principals, assistant principals, and teachers, and to determine the quality of written job descriptions for the position. The problem was stated in the following questions:

1. Are there differences among principals, assistant principals, and teachers in their perceptions of the observed role behavior, preferred role behavior, and effectiveness of assistant principals in the following role categories: Administrative, Staff Personnel, Student Personnel, Curriculum/Instruction, and School/Community Relations?
2. Is there a relationship between the rated effectiveness of the assistant principal and the congruence of his observed and preferred role behavior?
3. Is there a relationship between the rated effectiveness of the assistant principal and the quality of his written job description?

The study was considered important for (1) providing information to help clarify the role of elementary assistant principals since their role has been inadequately defined, (2) providing information about the perceived effectiveness of assistant principals so tasks can be assigned to improve the administration and effectiveness of elementary schools; and (3) providing insight into the importance of a written job description for the position.

Selected literature was reviewed from four perspectives: administration of elementary schools, role functions or tasks of elementary school administrators, effectiveness of school administrators, and role theory. Social systems theory provided the conceptual and theoretical framework for the study because of its applicability to the problems related to organizational role and the effectiveness of role incumbents. A basic assumption of the social systems theory is that effectiveness is a function of the congruence of behavior and expectations. Agreement among referent groups regarding expectations for an administrative role incumbent is important for effective administration of the organization.

Five research questions were generated and were phrased in terms of the following null hypotheses which were statistically tested for significance at the .01 level:

1. There are no significant differences among principals, assistant principals, and teachers in their perceptions of the observed role behavior of assistant principals as measured by the Role Analysis Questionnaire.
2. There are no significant differences among principals, assistant principals, and teachers in their perceptions of the preferred role behavior of assistant principals as measured by the Role Analysis Questionnaire.
3. There are no significant differences among principals, assistant principals, and teachers in their perceptions of the effectiveness of assistant principals as measured by the Role Analysis Questionnaire.
4. There is no significant relationship between the rated effectiveness of assistant principals and the congruence of their observed and preferred role behavior as measured by the Role Analysis Questionnaire.
5. There is no significant relationship between the rated effectiveness of assistant principals and the quality of their written job description.

The population for the study included all Virginia public elementary schools which employed a full-time assistant principal and which served a grade range of any combination of pre-kindergarten through grade six. A total number of 589 questionnaires were distributed to the three study groups in 54 randomly selected elementary schools. The number of completed and returned questionnaires for each group was as follows: principals, 48; assistant principals, 45; and teachers, 326. The total number of completed and returned questionnaires was 419 out of 589 for 71 per cent return.

Job description data from the study were collected from personnel administrators from each of the school districts which included schools chosen for the sample. Role behavior and effectiveness data were collected through a 66-item Role Analysis Questionnaire developed and mailed to respondents.

Findings and Conclusions

The probability distribution of the F ratio obtained from one-way analysis of variance procedures was used to test null hypotheses one, two, and three.

The first null hypothesis that there were no significant differences among principals, assistant principals, and teachers in their perceptions of the observed role behavior of assistant principals was rejected at the .01 level of significance. Category analysis revealed that significant differences existed among respondents in three categories: staff personnel, student personnel, and curriculum/instruction. Item analysis showed that respondents differed significantly on 21 of the 66 specific tasks included on the questionnaire. Twenty of the 21 tasks identified as significant were included in one of those three categories. It appears the three groups generally agreed in their observations of assistant principals performing administrative and school/community relations tasks.

Based on analysis of the total scores of groups for the variable preferred role behavior, the second null hypothesis was not rejected at the .01 level. However, there were two categories of tasks that produced significant differences among the groups: student personnel and school/community relations. Within the student personnel category, it was found that teachers held higher preferences than principals and assistant principals for four specific tasks. More than administrators teachers expected assistant principals to supervise students outside the classroom, employ disciplinary measures to control student behavior, counsel with students regarding discipline, attendance, health, and/or academic achievement, and mediate teacher-student problems. Teachers, however, expected less than administrators in some curriculum/instruction tasks. They preferred least that assistant principals observe them in the classroom, review their lesson plans, or have conferences with them after classroom visits.

Teachers held higher expectations than principals and assistant principals on three school/community relations tasks. Two of the tasks involved interaction with parents, and the third involved orienting new staff members to the school and community.

Findings of the analysis of the fourth null hypothesis regarding differences among the study groups in their perceptions of the effectiveness of assistant principals in five categories warranted rejection of the hypothesis at the .01 level. Teachers rated the effectiveness of assistant principals lower than administrators in every category.

To test the hypothesis, a new set of scores, difference between observed behavior scores and preferred behavior scores, was compared to effectiveness ratings to determine whether congruence of the two types of behavior was significantly related to an independent effectiveness rating. Results of a

bivariate correlation analysis produced an inverse relationship (i.e. as the difference score increased, the effectiveness score decreased) significant enough to reject the null hypothesis at the .01 level.

Further analysis of the difference scores yielded 22 tasks on which the difference scores of the three groups were significantly different. Assistant principals expressed the greatest difference of the three groups in their perception of the curriculum/instruction task developing a plan for continuous cooperative curriculum development; however, teachers' perceptions were the most diverse on the other 21 significant tasks.

Bivariate correlation analysis was used to test the fifth null hypothesis which states that there is no significant relationship between the rated effectiveness of assistant principals and the quality of their job description. The finding suggested that the hypothesis should not be rejected at the .01 level. Pearson correlation coefficients calculated for the two variables in each category offered support for not rejecting the hypothesis because there was not a significant relationship at the .01 level in any of the categories.

Discussion

Principals, assistant principals, and teachers in the sample disagreed more on the tasks they observed assistant principals performing than they did on the tasks they preferred assistants to perform. Even so, they agreed on 45 of the 66 tasks included in the Role Analysis Questionnaire. Most of the agreement was found in the areas of administration and school/community relations. The area of most disagreement was curriculum/instruction. In each of the disputed tasks related to curriculum/instruction, teachers did not observe assistant principals performing the duties as often as the two administrator groups thought they were performing them. Administrators should look at these tasks carefully to determine whether they are being performed as much as administrators believe, and when they

are principals and assistant principals need to develop strategies to communicate to teachers that these important duties are being carried out.

The three groups agreed on the preferred behavior of 53 of the 66 tasks included on the Role Analysis Questionnaire. These areas of agreement can give direction to principals in assigning tasks to assistant principals. Assistant principals can benefit from the knowledge of what both the principal and teachers expect of them and then take the initiative in performing tasks that will meet the expectations of these two referent groups. Strongest agreement was on the administrative and staff personnel tasks that assistant principals should perform. However, several key expectations in the area of student personnel were the source of disagreement.

Teachers indicated they would like for assistant principals to assume a strong role in supervising students outside the classroom, in disciplining students, in counseling students who are having problems, and in mediating problems that occur between teachers and students. These expectations could come from the influence of the traditional role assistant principals have performed in the area of student discipline. Yet, teachers have expressed this expectation for administrators in other recent research. The Association for Supervision and Curriculum Development reported the results of two recent studies which indicated that teachers want principals to play a strong role in maintaining student discipline (ASCD, 1983).

Even though principals did not expect assistant principals to perform these particular student personnel tasks as much as teachers, perhaps they should reassess their position in light of the strong preferences expressed by teachers. Obviously, teachers want help in this area. If principals prefer not to assign these tasks to assistant principals, principals themselves may need to assume a greater involvement in disciplining and counseling students.

Three key tasks in the curriculum/instruction category also were the source of strong disagreement between teachers and administrators. Teachers indicated they did not prefer assistant principals to observe them in the classroom, to review their lesson plans, or to confer with them for diagnosis and planning purposes after classroom visits. It is conceivable that teachers would prefer the principal to perform such tasks rather than the assistant, since the principal probably has the ultimate responsibility for evaluating teacher performance. It is also possible that teachers feel they do not need assistance in the instructional area. Dr. James Sweeney was quoted in ASCD Update (1983) as saying that his research indicated that "teachers aren't particularly receptive to strong instructional leadership" (p. 3). Teachers seem to feel that instruction is their job, and they do not need administrators looking over their shoulders. Since principals indicated they do expect their assistants to perform instructional duties, it would be desirable for them to communicate these expectations to teachers and to explain the part the classroom observations and related services offered can play in the improvement of instruction.

An important implication of the differences the groups perceived between observed and preferred behavior is that teachers reported the most difference in 21 of the 22 tasks identified as significant. This finding may not be surprising since principals and assistant principals have the opportunity to communicate about the tasks that are being performed. However, teachers are an important referent group, and their advice should be solicited when the assistant principal's role is being developed in a particular school. Moreover, it would probably enhance the effectiveness of the assistant principal in meeting the expectations of teachers and in reducing the discrepancy between observed behavior and preferred behavior when the role of assistant principal is communicated to

teachers along with the rationale for its development. Strategies need to be developed to "close the gap" of understanding between what teachers observe and what they prefer.

All three study groups agreed that assistant principals were more effective in performing administrative and student personnel tasks than the tasks of any other area. Principals and assistant principals felt that assistant principals were least effective in the area of school/community relations, while teachers rated assistant principals least effective in curriculum/instruction tasks. Teachers reported the greatest difference between what they observed assistants doing and what they preferred them to do in the area of curriculum/instruction. Assistant principals also reported a large discrepancy between what they were doing and what they would prefer to do in the area of curriculum/instruction. This finding supports earlier studies reviewed which found that assistant principals would like to take a more active role in instructional leadership. Assistant principals rated this area as their fourth least effective area followed only by school/community relations tasks. Principals did not see as much difference between observed and preferred behavior in the curriculum/instruction area. However, it was still the area of the largest difference reported by principals.

No significant relationship was found between the quality of the written job description, defined in terms of its comprehensiveness and explicitness, and the rated effectiveness of assistant principals. An explanation for the finding of no relationship could be that few systems have high quality system-wide job descriptions. Moreover, this investigation did not attempt to determine whether the respondents were aware of the details of the job descriptions in the systems that do have them. Therefore, if a job description is available but staffs in the individual schools are not aware of its contents, the description would be expected to have little or no effect on the performance or rated effectiveness of the assistant principal.

While a comprehensive and explicit system-wide job description properly communicated to principals, assistant principals, and teachers should help clarify the role of elementary assistant principals and contribute to the status of the position, it is suggested that the administrators in each school will have to assume responsibility for defining the role.

The findings of this study revealed that the three study groups held similar expectations for assistant principals. However, their observations of assistants actually performing the expected tasks differed significantly, and it was the group of teachers who expressed the greatest difference between what they observed and what they expected. These results may imply that principals should assign to their assistants duties which will most benefit the educational program of their schools. As reported in the literature review, the assistant principal's job is determined ultimately by the principal and will be essentially what the principal decides it will be.

Principals should take advantage of their subordinate's strengths in making a clear differentiation of role and responsibility. They may need to communicate more with their assistants about the tasks being performed. Remembering that the assistant principalship is often considered a training position for the principalship, the principal should vary the role from time to time to provide a balance of experience.

Most importantly, the principal should discuss the assistant's responsibilities with the staff, publish a job description, and through his actions give some import to those responsibilities. If an assistant is to carry out effectively the responsibilities assigned, he must be given the authority to make related decisions. Frequent communication between principals and assistant principals and between administrators and teachers should contribute to a clear understanding of the assistant principal's role.

Assistant principals can help clarify their role. They should assess their own situation and their own goals and communicate their needs by seeking a wider range of experiences in their position. While assistant principals are subordinate to the principal and must work within the established framework, they can enhance their role by utilizing appropriate communication techniques to help teachers become aware of the tasks being performed by the assistant principal. Since the data indicate that teachers prefer administrators to assume responsibility in disciplining students, assistants may leave a note or tell teachers involved the action taken with regard to various students. Moreover, assistant principals should be visible to teachers and should meet frequently with them individually or in small groups. They should initiate learning experiences for themselves and should consistently seek ways to allow referent groups to offer feedback to the assistant principal about his performance.

Assistant principals are no more effective than referent groups think they are, and in this study there was a significant relationship between the difference in observed and preferred role behavior and the rated effectiveness of assistant principals. Therefore, steps taken to reduce that difference should increase the perceived effectiveness of assistant principals.

The findings of this study have implications for the preparation of administrators, and for staff development as it applies to all three study groups. For example, teachers may need a better understanding of the assistant principal's role so they can hold realistic expectations for the role incumbent. Principals may need assistance in developing the assistant principal's role and in utilizing the role incumbent's skills effectively. Finally, assistant principals may need improved skills in developing and communicating their role under varying conditions.

In Social Systems Theory, the theoretical framework for this study, the concepts of role, role expectations, effectiveness, and efficiency are developed in the context of organizational goals. Organizational role expectations for assistant principals in elementary schools are not well defined and, in this study, organizational goals were not established. Getzels and Guba (1957) asserted "judgments of effectiveness and ineffectiveness are impossible to interpret unless both the expectations being applied and the behavior being observed are known" (p. 433). Therefore, to test the contention that effectiveness is a function of the congruence of behavior and expectations, it was necessary to determine expectations held by assistant principals themselves as well as expectations held by two of their important referent groups. This was accomplished by having respondents designate their expectations which could serve as behavioral directives.

The findings of this research supported the contention of Social Systems Theory that a role incumbent's rated effectiveness increases or decreases with the level of congruence between behavior and expectations. In addition, a new dimension of the theory became evident because it was shown to be applicable to the study of effectiveness of individuals in the organization without reference to organizational goals.

Recommendations for Further Research

The findings of this study provided evidence that principals, assistant principals, and teachers differ in their perceptions of the role behavior and effectiveness of elementary assistant principals. Further, there are discrepancies between the observed and preferred behavior of assistant principals which are related to their effectiveness as rated by principals, assistant principals, and teachers. Differences are particularly evident in the area of curriculum/instruction. It is recommended that

1. Further investigation of the observed and preferred role of elementary assistant principals in the area of curriculum/instruction be conducted.
2. An investigation of how the assistant principal's role is communicated to the assistant principal and to teachers in individual schools be made. Such an investigation could explore the question of whether respondents are aware of system-wide job descriptions and what effect such job descriptions have on the performance of the role incumbent.
3. Since teachers reported the greatest difference between perceptions of observed and preferred role behavior of assistant principals, their perceptions before and after strategies were employed to communicate the role could be studied to determine whether such strategies would help clarify the role.

Appendices

Appendix A
Panel of Experts

Panel of Experts

Dr. Gloria Robertson, Director
Staff Development

Dr. Lenard Wright
Supervisor of Testing and Research

Mrs. Linda Palumbo
Personnel Administrator

Dr. Tommie Jo Powell
Elementary School Principal

Dr. William S. Myers
Elementary School Principal

Mr. Howard C. Laumann
Elementary School Principal

Mrs. Maureen Hook
Elementary School Assistant Principal

Mrs. Diane Tolson
Elementary School Assistant Principal

Mrs. Vikki Butler
Elementary School Assistant Principal

Mr. Wayne Mills
Elementary School Teacher

Mr. James Owen
Elementary School Teacher

Mrs. Edna Faulk
Elementary School Teacher

Appendix B
Request for Approval to Contact Principals
of Selected Schools

Sample Letter

Mailed to Superintendents or Central Office Administrator Responsible for
Research in the Following Virginia School Systems:

Counties

Accomack

Albemarle*

Amelia

Caroline

Chesterfield

Fairfax

Fauquier

Frederick

Henrico

Loudoun*

Powhatan*

Prince George

Prince William

Pulaski

Roanoke

Smyth

Spotsylvania

Stafford

Warren

Wythe

Cities

Alexandria

Chesapeake

Colonial Heights

Franklin

Fredericksburg

Hampton

Lynchburg

Manassas

Newport News

Norfolk

Portsmouth

Richmond

Roanoke

Virginia Beach

Williamsburg

*Permission not granted

SAMPLE

In partial fulfillment of the requirements for an Ed. D. Degree in Educational Administration from The College of William and Mary, I am conducting research on the role of the assistant principal in Virginia public elementary schools. Assistant principals play an important role in elementary schools and the purpose of this study is to analyze the tasks assistant principals actually perform and the tasks teachers, assistant principals, and principals expect them to perform. The results of this research will be shared with the Supervisor of Research for Chesapeake Public Schools to assist him in developing a job description for assistant principals in Chesapeake. In addition, a report of the findings will be mailed to all school systems that participate. Individual schools will not be identified in the study and the confidentiality of all responses will be strictly guarded.

A random sample of 69 schools was selected and _____ schools were selected from your system. I respectfully request permission to contact the principals of those schools to solicit their participation in this investigation. I understand that participation will be voluntary.

A copy of the proposed questionnaire to be completed by the principals, assistant principals, and teachers in the selected schools is enclosed for your information. If you need additional information about the study, please advise.

Thanking you for your consideration in this matter, I remain

Sincerely,

Elsie W. Craig
Assistant Principal
Carver Elementary School
Chesapeake Public Schools

Appendix C
Letters of Transmittal

Letter to Principals Requesting Participation in the Study

SAMPLE

In partial fulfillment of the requirements for an Ed. D. Degree in Educational Administration from The College of William and Mary, I am conducting research on the role of the assistant principal in Virginia public elementary schools. Assistant principals play an important role in elementary schools, and the purpose of this study is to analyze the tasks assistant principals actually perform and the tasks teachers, assistant principals, and principals expect them to perform. It is hoped that studies of this kind will increase recognition of assistant principals as professional leaders.

Based on information supplied by the State Department of Education, your school was one of 69 randomly selected for the sample. I have received permission from (Superintendent or Central Office Administrator for Research) to contact you to request your participation in this investigation.

A Role Analysis Questionnaire has been developed to collect data. All responses will remain confidential and individual schools will not be identified. If you and your staff will be able to participate, please send me a roster of your teachers in the enclosed self-addressed stamped envelope so that 25% of them can be randomly selected to receive the survey instrument.

I understand participation will be voluntary and I appreciate your consideration of this request.

Sincerely,

Elsie W. Craig
Assistant Principal
Carver Elementary School
Chesapeake Public Schools

Letter Sent to Principals With Their Role Analysis Questionnaire

SAMPLE

Thank you for agreeing to let members of your staff participate in my research study on the role of elementary assistant principals in Virginia public elementary schools. I would like to be able to meet you personally and express my appreciation, but for now, a simple "thank you" will have to do.

As a principal, your opinion is especially valuable in this research. Please take a few minutes to complete the enclosed questionnaire and return it to me in the self-addressed stamped envelope. The results of the investigation will be shared with you when they are available.

I appreciate your interest and hope you have an enjoyable, restful summer.

Sincerely,

Elsie W. Craig
Assistant Principal

Letter Sent to Assistant Principals with their Role Analysis Questionnaire

SAMPLE

A "pencil" for your thoughts!

Dear Fellow Assistant Principals,

As a part of my graduate work at The College of William and Mary, I am conducting research on the role of assistant principals in Virginia elementary schools. It seems that, all too often, the role is not clearly defined and different groups may hold conflicting expectations for the assistant principal. It is my hope that research of this kind will draw attention to the important role assistant principals play in elementary schools in Virginia.

I know you are especially busy this time of the year, but I hope you will take a few minutes to complete the Role Analysis Questionnaire and return it to me in the enclosed envelope. It will be interesting to learn more about what our colleagues are doing throughout the state. Research results will be shared with you and others who participate.

These warm days make all of us think a little more about vacation and the end of this school year. I wish for you a happy, restful summer. Thank you for your time!

Sincerely,

Elsie Craig
Assistant Principal

Letter Sent to Teachers with their Role Analysis Questionnaire

SAMPLE

A "pencil" for your thoughts!

Dear Educator,

As a part of my graduate work at The College of William and Mary, I am conducting research on the role of assistant principals in Virginia public elementary schools. I believe, statewide, assistant principals would like to have their role clarified so they can provide you, the professional who actually teaches the children, the assistance and support you deserve. It is important for teachers to express their opinions about expectations they hold for administrators.

I know you are especially busy this time of the year, but I hope you will take a few minutes to complete the Role Analysis Questionnaire and return it in the enclosed envelope. It will be interesting to learn more about what assistant principals throughout Virginia are doing. Research results will be shared next fall with all schools that participate.

These warm spring days make us all look forward to vacation and the end of another school year. I wish for you a happy, restful summer. Thank you for your time!

Sincerely,

Elsie Craig
Assistant Principal

Appendix D

Role Analysis Questionnaire

ROLE ANALYSIS QUESTIONNAIRE

The following information is necessary for descriptive purposes. No individual responses will be reported and no individual school will be identified. Results will be reported by state-wide groups only. All responses will be strictly confidential.

POSITION _____ SEX: _____ AGE: _____ HIGHEST DEGREE HELD _____

The following statements describe tasks which an assistant principal might perform in an elementary school. After reading each statement, circle the number in Column 1 corresponding to your observations of how frequently assistant principals perform that task. Circle the number in Column 2 corresponding to your best judgment of how frequently assistant principals SHOULD perform that task.

At the end of each category of tasks, please circle the number that indicates your best judgment of the effectiveness of assistant principals in performing tasks in that category.

There are no right or wrong answers, and, even though your responses will be influenced by your experience, they should be made in terms of your opinion of the POSITION OF ELEMENTARY ASSISTANT PRINCIPAL, not just the individual occupying the position at your school at the present time.

SCORING KEY:

- 1 = Almost Never
- 2 = Occasionally
- 3 = Sometimes
- 4 = Often
- 5 = Almost Always

Column 1 - Assistant Principal DO this task:	ADMINISTRATIVE TASKS	Column 2 - Assistant Principals SHOULD DO this task:
1 2 3 4 5	Administer the school in the principal's absence.....	1 2 3 4 5
1 2 3 4 5	Assist in developing master school schedule.....	1 2 3 4 5
1 2 3 4 5	Assist in planning school opening and closing procedures.....	1 2 3 4 5
1 2 3 4 5	Interpret & implement school board policies & superintendent's directives.....	1 2 3 4 5
1 2 3 4 5	Schedule and assign substitute teachers.....	1 2 3 4 5
1 2 3 4 5	Assist in preparing annual school plan and budget.....	1 2 3 4 5
1 2 3 4 5	Inventory and requisition books, supplies and equipment.....	1 2 3 4 5
1 2 3 4 5	Assist in developing building procedures for grouping, promotion & discipline....	1 2 3 4 5
1 2 3 4 5	Represent the school at professional meetings.....	1 2 3 4 5
1 2 3 4 5	Supervise support services (e.g. custodial, cafeteria, transportation, health).....	1 2 3 4 5
1 2 3 4 5	Promote articulation with sending and/or receiving schools.....	1 2 3 4 5
1 2 3 4 5	Assist principal in planning & supervising emergency preparedness program....	1 2 3 4 5
1 2 3 4 5	Perform routine office work (e.g. reports, correspondence, telephone, visitors).....	1 2 3 4 5
1 2 3 4 5	Assist in planning & administering student testing program	1 2 3 4 5
	In performing ADMINISTRATIVE TASKS, I rate the effectiveness of the Assistant as	1 2 3 4 5

STAFF PERSONNEL TASKS

1 2 3 4 5	..... Involve staff in developing school procedures and regulations.....	1 2 3 4 5
1 2 3 4 5	..... Advise and counsel with members of the staff.....	1 2 3 4 5
1 2 3 4 5	..... Mediate disagreements among personnel.....	1 2 3 4 5
1 2 3 4 5	..... Read and share with teachers recent educational literature and research.....	1 2 3 4 5
1 2 3 4 5	..... Participate in informal activities with teachers and staff.....	1 2 3 4 5
1 2 3 4 5	..... Participate in interviews of certified & non-certified personnel for employment purposes	1 2 3 4 5
1 2 3 4 5	..... Prepare staff bulletins.....	1 2 3 4 5
1 2 3 4 5	..... Promote personnel self-evaluation.....	1 2 3 4 5
1 2 3 4 5	..... Assist in developing a school handbook for staff.....	1 2 3 4 5
1 2 3 4 5	..... Assist teachers in planning & conducting parent-teacher conferences.....	1 2 3 4 5
1 2 3 4 5	..... Assist teachers in providing a classroom atmosphere conducive to good learning situations.....	1 2 3 4 5
1 2 3 4 5	..... Involve staff in formulating & evaluating school philosophy & goals.....	1 2 3 4 5
1 2 3 4 5	..... Coordinate assignment of student teachers in the school.....	1 2 3 4 5
	In performing STAFF PERSONNEL TASKS, I rate the effectiveness of the Assistant as	1 2 3 4 5

STUDENT PERSONNEL TASKS

1 2 3 4 5	..... Monitor placement of students.....	1 2 3 4 5
1 2 3 4 5	..... Coordinate programs for gifted and/or special education students.....	1 2 3 4 5
1 2 3 4 5	..... Administer procedures for referral of students to specialized services (e.g. Chair Child Study team, Pupil Personnel Services team, etc.).....	1 2 3 4 5
1 2 3 4 5	..... Assist in establishing procedure & supervising student records.....	1 2 3 4 5
1 2 3 4 5	..... Assist teachers in diagnosing and controlling student behavior.....	1 2 3 4 5
1 2 3 4 5	..... Approve or disapprove student absences and/or tardiness.....	1 2 3 4 5
1 2 3 4 5	..... Supervise the enrollment and transfer of students.....	1 2 3 4 5
1 2 3 4 5	..... Supervise students outside the classroom (e.g. cafeteria, bus lanes, halls, etc.)	1 2 3 4 5
1 2 3 4 5	..... Employ disciplinary measures to control student behavior.....	1 2 3 4 5
1 2 3 4 5	..... Counsel with students referred for reasons of discipline, health, attendance, and/or academic achievement.....	1 2 3 4 5
1 2 3 4 5	..... Conduct parent conferences regarding pupil discipline, attendance, health, and/or academic achievement.....	1 2 3 4 5
1 2 3 4 5	..... Orient pupils & parents new to the school to school facilities & regulations....	1 2 3 4 5
1 2 3 4 5	..... Mediate teacher-student problems.....	1 2 3 4 5
	In performing STUDENT PERSONNEL TASKS, I rate the effectiveness of the assistant as.....	1 2 3 4 5

CURRICULUM/INSTRUCTION TASKS

1 2 3 4 5	.....	Observe teachers in the classroom.....	1 2 3 4 5
1 2 3 4 5	.....	Review teacher lesson plans.....	1 2 3 4 5
1 2 3 4 5	.....	Follow-up classroom visits with teacher conferences, diagnosis, & planning.....	1 2 3 4 5
1 2 3 4 5	.....	Confer with teachers regarding educational progress, promotion & retention of students.....	1 2 3 4 5
1 2 3 4 5	.....	Assist teachers in evaluating student performance.....	1 2 3 4 5
1 2 3 4 5	.....	Develop plan for continuous, cooperative curriculum development.....	1 2 3 4 5
1 2 3 4 5	.....	Formulate, initiate, & implement curriculum innovations and changes.....	1 2 3 4 5
1 2 3 4 5	.....	Communicate with curriculum specialists and/or central office administrative staff regarding school needs.....	1 2 3 4 5
1 2 3 4 5	.....	Demonstrate & encourage teachers to try new instructional techniques & methods..	1 2 3 4 5
1 2 3 4 5	.....	Provide inservice training for staff members related to curriculum & instruction	1 2 3 4 5
1 2 3 4 5	.....	Confer with teachers about instructional problems.....	1 2 3 4 5
1 2 3 4 5	.....	Assist teachers in selecting curricular materials.....	1 2 3 4 5
1 2 3 4 5	.....	Interpret achievement test results for curricular planning.....	1 2 3 4 5
1 2 3 4 5	.....	Assist teachers in selecting appropriate objectives to meet individual needs of students and to improve instruction.....	1 2 3 4 5
		In performing CURRICULUM/INSTRUCTION TASKS, I rate the effectiveness of the assistant as.....	1 2 3 4 5

SCHOOL/COMMUNITY RELATIONS TASKS

1 2 3 4 5	..... Participate in PIA activities.....	1 2 3 4 5
1 2 3 4 5	..... Coordinate meetings with parents to interpret & evaluate various aspects of the school program.....	1 2 3 4 5
1 2 3 4 5	..... Receive & consider suggestions made by parents & other interested community members	1 2 3 4 5
1 2 3 4 5	..... Coordinate school visitation program for parents and guests.....	1 2 3 4 5
1 2 3 4 5	..... Assist in planning & supervising school public relations program.....	1 2 3 4 5
1 2 3 4 5	..... Prepare newsletters and bulletins to parents.....	1 2 3 4 5
1 2 3 4 5	..... Serve as liaison with youth-serving agencies of the community.....	1 2 3 4 5
1 2 3 4 5	..... Participate in activities of community organizations.....	1 2 3 4 5
1 2 3 4 5	..... Provide teachers information about community resources.....	1 2 3 4 5
1 2 3 4 5	..... Assist & support teachers in their professional relations with students, staff, and parents.....	1 2 3 4 5
1 2 3 4 5	..... Orient new staff members to the school and community.....	1 2 3 4 5
1 2 3 4 5	..... Provide parents & students information about community resources.....	1 2 3 4 5
	In performing SCHOOL/COMMUNITY RELATIONS TASKS, I rate the effectiveness of the assistant as	1 2 3 4 5

Quality of Job Description Rating

Administrative Tasks	_____
Staff Personnel Tasks	_____
Student Personnel Tasks	_____
Curriculum/Instruction Tasks	_____
School/Community Relations Tasks	_____

Appendix E

Supplementary Tables: Analysis of Variances

Table A

One Factor Analysis of Variance of Principals', Assistant Principals', and
Teachers' Perceptions of Observed Role Behavior in Five Categories

Administrative Role Behaviors					
Source of Variation	Sum	Mean	Standard Deviation	Number of Cases	
Principals	2573.0000	53.6042	7.6816	48	
Assistant Principals	2436.0000	54.1333	9.0769	45	
Teachers	17141.0000	52.5798	9.9907	326	
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Probability
Between Groups	125.140	2	62.570		
Within Groups	38838.106	416	93.361		
				0.670	0.5122

Staff Personnel Role Behaviors					
Source of Variation	Sum	Mean	Standard Deviation	Number of Cases	
Principals	2216.0000	46.1667	8.6204	48	
Assistant Principal	2095.0000	46.5556	10.1024	45	
Teachers	13270.0000	40.7331	11.2038	326	
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Probability
Between Groups	2290.287	2	1145.144		
Within Groups	48709.560	416	117.090		
				9.780	0.0001

Table A (Continued)

Student Personnel Role Behaviors					
Source of Variation	Sum	Mean	Standard Deviation	Number of Cases	
Principals	2251.0000	48.8958	8.7768	48	
Assistant Principals	2277.0000	50.6000	8.4890	45	
Teachers	14861.0000	45.5859	10.5517	326	
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Probability
Between Groups	1015.062	2	507.531		
Within Groups	42976.374	416	103.303		
				4.913	0.0078
Curriculum/Instruction Role Behaviors					
Source of Variation	Sum	Mean	Standard Deviation	Number of Cases	
Principals	2427.0000	50.5625	12.1128	48	
Assistant Principals	2237.0000	49.7111	12.4145	45	
Teachers	14080.0000	43.1902	13.5249	326	
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Probability
Between Groups	3522.329	2	1761.164		
Within Groups	73127.266	416	175.787		
				10.019	0.0001

Table A (Continued)

School/Community Relations Role Behaviors				
Source of Variation	Sum	Mean	Standard Deviation	Number of Cases
Principals	1841.0000	38.3542	9.6436	48
Assistant Principals	1860.0000	41.333	10.3333	45
Teachers	12751.0000	39.1135	10.9933	326
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio . Probability
Between Groups	239.814	2	119.907	
Within Groups	48437.780	416	116.437	
				1.030 . 0.3580

Table B
Mean Response Scores and Standard Deviations for Observed Role Behaviors
Related to Administrative Tasks

Task	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Administer school in principal's absence	4.7083	0.7978	5.0000	0.0000	4.5092	0.9599
Assist in developing master school schedule	3.9375	1.1923	3.6667	1.4302	3.8558	1.2603
Assist in planning school opening & closing procedures	4.2292	1.0567	4.2000	1.1794	3.9264	1.665
Interpret & implement school board policies & superintendent's directives	3.7083	1.1291	3.8444	1.2424	3.5675	1.2404
Schedule & assign substitute teachers	3.7708	1.5607	3.6000	1.6706	3.3712	1.6752
Assist in preparing annual school plan & budget	3.5833	1.3182	3.4667	1.3915	3.2362	1.3229
Inventory & requisition books, supplies & equipment	3.9583	1.2709	4.1111	1.2653	4.0061	1.3126
Assist in developing building procedures for grouping, promotion, & discipline	4.0833	0.9857	4.0889	1.1643	3.8129	1.2249
Represent the school at professional meetings	3.4583	0.9666	3.4000	1.1560	3.6350	1.1171
Supervise support services (e.g. custodial, cafeteria, transportation, health)	3.3750	1.0842	3.6889	1.2760	3.5798	1.2883
Promote articulation with sending or receiving schools	3.2500	0.9565	3.2667	1.1362	3.1564	1.2216
Assist principal in planning & supervising emergency preparedness program	3.6458	1.1011	3.5778	1.4692	3.7699	1.2400
Perform routine office work (e.g. reports, correspondence, telephone, visitors)	3.5625	1.0499	4.1556	0.9524	4.0000	1.1259
Assist in planning & administering student testing program	4.3333	0.8588	4.0667	1.3718	4.1534	1.2106

Table C
Mean Response Scores and Standard Deviations for Observed Role Behavior
Related to Staff Personnel Tasks

Task	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Involve staff in developing school procedures & regulations	3.6250	0.9593	3.7333	1.1160	3.2025	1.2362
Advise & counsel with members of the staff	3.8333	0.9070	4.2667	0.7804	3.7331	1.1580
Mediate disagreements among personnel	3.0833	1.0686	3.3778	1.3192	2.8067	1.2189
Read & share with teachers recent educational literature & research	3.2500	1.1760	3.1778	1.4815	2.8436	1.3823
Participate in informal activities with teachers & staff	3.9375	0.9980	3.6667	1.2247	3.6074	1.2646
Participate in interviews of certified & non-certified personnel for employment purposes	3.3333	1.1361	3.3556	1.3169	2.6840	1.4234
Prepare staff bulletins	2.9792	1.1011	3.3778	1.3192	2.7791	1.3360
Promote personnel self-evaluation	3.6667	1.0785	3.2444	1.4795	3.3497	1.3081
Assist in developing a school handbook for staff	3.9792	1.1758	4.0667	1.0745	3.6350	1.3004
Assist teachers in planning & conducting parent-teacher conferences	3.8125	1.1043	3.8222	1.0065	2.9847	1.4021
Assist teachers in providing a classroom atmosphere conducive to good learning situations	4.2083	0.9666	4.3111	0.8481	3.3528	1.3570
Involve staff in formulating & evaluating school philosophy & goals	3.7917	1.0097	3.5556	1.2713	3.2117	1.3155
Coordinate assignment of student teachers in the school	2.6667	1.3422	2.6000	1.5869	2.5429	1.4769

Table D
Mean Response Scores and Standard Deviations for Observed Role Behavior
Related to Student Personnel Tasks

Task	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Monitor placement of students	3.5625	1.0086	3.7556	1.2641	3.1963	1.3649
Coordinate programs for gifted and/or special education students	3.5208	1.0516	3.4667	1.6321	2.9816	1.4314
Administer procedures for referrals of students to specialized services (e.g. Chair Child Study Team, Pupil Personnel Services Team, etc.)	3.4583	1.3040	3.7556	1.5099	3.4049	1.3840
Assist in establishing procedure & supervising student records	3.5000	1.0314	3.5333	1.2358	3.2638	1.3580
Assist teachers in diagnosing & controlling student behavior	4.0208	1.0208	4.6222	0.6138	4.0644	1.1390
Approve or disapprove student absences and/or tardiness	3.0208	1.3126	2.8444	1.3973	2.8221	1.4819
Supervise the enrollment & transfer of students	2.8750	1.1962	3.1556	1.3135	2.8742	1.3608
Supervise students outside the classroom (e.g. cafeteria, bus lanes, halls, etc.)	4.0833	1.1267	4.2222	0.9975	3.9755	1.2376
Employ disciplinary measures to control student behavior	3.9583	1.0510	4.4889	0.7869	4.1196	1.1126
Counsel with students referred for reasons of discipline, health, attendance, and/or academic achievement	4.0833	0.9639	4.4444	0.6927	4.1166	1.0635
Conduct parent conferences regarding pupil discipline, health, attendance, and/or academic achievement	3.8958	1.0156	4.4667	0.6941	3.7515	1.2365
Orient pupils & parents new to the school to school facilities & regulations	3.3958	1.0667	3.7333	1.0954	3.3742	1.2918
Mediate teacher-student problems	3.5208	0.9223	4.1111	0.9101	3.6411	1.1462

Table E
Mean Response Scores and Standard Deviations for Observed Role Behavior
Related to Curriculum/Instruction Tasks

Task	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Observe teachers in the classroom	4.2500	0.9340	4.5333	0.7568	3.8252	1.2216
Review teacher lesson plans	3.7292	1.1622	3.5333	1.4554	2.6503	1.4803
Follow-up classroom visits with teacher conferences, diagnosis & planning	4.0625	1.0994	4.3778	0.9364	3.3436	1.4417
Confer with teachers regarding educational progress, promotion and retention of students	3.4792	1.1667	3.9778	1.1772	3.2515	1.4092
Assist teachers in evaluating student performance	3.7083	1.0097	3.3333	1.2968	2.8160	1.3393
Develop plan of continuous, cooperative curriculum development	3.5208	1.1667	2.9333	1.3883	3.0092	1.2949
Formulate, initiate, & implement curriculum innovations & changes	3.1875	1.1967	2.9333	1.4523	2.9632	1.3400
Communicate with curriculum specialists and/or central office administrative staff regarding school needs	3.2292	1.1530	3.3556	1.4167	3.3497	1.2748
Demonstrate & encourage teachers to try new instructional techniques & methods	3.5208	1.1667	3.4667	1.0787	3.0583	1.3078
Provide inservice training for staff members related to curriculum & instruction	3.2500	1.1940	2.9778	1.4379	2.7485	1.3143
Confer with teachers about instructional problems	3.6875	1.1139	3.9556	1.0651	3.1963	1.2955
Assist teachers in selecting curricular materials	3.5208	1.0516	3.4222	1.1578	2.9141	1.3239
Interpret achievement test results for curricular planning	3.7083	1.1291	3.4444	1.3409	3.0828	1.4019
Assist teachers in selecting appropriate objectives to meet individual needs of students & to improve instruction	3.7083	0.9884	3.4667	1.1985	2.9816	1.3335

Table F
Mean Response Scores and Standard Deviations for Observed Role Behavior
Related to School/Community Relations Tasks

Task	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Participate in PTA activities	4.2083	1.0510	4.3111	1.1042	4.2791	1.1116
Coordinate meetings with parents to interpret & evaluate various aspects of the school program	3.1250	1.1962	3.3111	1.3952	3.3681	1.2377
Receive & consider suggestions made by parents & other interested community members	3.3542	1.1576	3.7111	1.1604	3.5583	1.1720
Coordinate school visitation program for parents & guests	3.0625	1.1743	3.3333	1.3484	3.3129	1.2963
Assist in planning & supervising school public relations program	3.2708	1.1437	3.2222	1.3465	3.3067	1.2568
Prepare newsletters & bulletins to parents	2.5625	1.1091	2.9778	1.5149	2.6626	1.3043
Serve as liaison with youth-serving agencies in the community	2.5625	1.1091	2.8000	1.3915	2.6074	1.2791
Participate in activities of community organizations	2.7917	0.9884	3.0667	1.2505	2.8405	1.2863
Provide teachers information about community resources	3.1458	1.0717	3.2889	1.2177	2.9172	1.3368
Assist & support teachers in their professional relations with students, staff, & parents	3.8333	0.9070	4.2444	0.8569	3.7669	1.1533
Orient new staff members to the school & community	3.3125	1.1328	3.8222	1.1538	3.3528	1.3341
Provide parents & students information about community resources	3.1250	1.1037	3.2444	1.1313	3.1411	1.2667

Table G

One Factor Analysis of Variance of Principals', Assistant Principals', and
Teachers' Perceptions of Preferred Role Behavior in Five Categories

Administrative Role Behaviors					
Source of Variation	Sum	Mean	Standard Deviation	Number of Cases	
Principals	2710.000	56.4583	6.8072	48	
Assistant Principals	2638.0000	58.6222	5.7299	45	
Teachers	19163.0000	58.7822	7.2191	326	
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Probability
Between Groups	226.718	2	113.359		
Within Groups	20560.031	416	49.423		
				2.294	0.1022
Staff Personnel Role Behaviors					
Source of Variation	Sum	Mean	Standard Deviation	Number of Cases	
Principals	2385.0000	49.6875	8.4354	48	
Assistant Principals	2361.0000	52.4667	7.7524	45	
Teachers	16562.0000	50.8037	8.0924	326	
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Probability
Between Groups	181.171	2	98.586		
Within Groups	27278.948	416	65.574		
				1.397	0.2486

Table G (Continued)

Student Personnel Role Behaviors					
Source of Variation	Sum	Mean	Standard Deviation	Number of Cases	
Principals	2343.0000	48.8125	8.4240	48	
Assistant Principals	2356.0000	52.3556	8.4347	45	
Teachers	17253.0000	52.9333	7.9898	326	
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Probability
Between Groups	707.103	2	353.551		
Within Groups	27212.706	416	65.415		
				5.405	0.0048
Curriculum/Instruction Role Behaviors					
Source of Variation	Sum	Mean	Standard Deviation	Number of Cases	
Principals	2642.0000	55.0417	10.8352	48	
Assistant Principals	2577.0000	57.2667	8.1140	45	
Teachers	17435.0000	53.4816	10.9386	326	
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Probability
Between Groups	618.023	2	309.011		
Within Groups	47302.106	416	113.707		
				2.718	0.0672

Table G (Continued)

School/Community Relations Role Behaviors					
Source of Variation	Sum	Mean	Standard Deviation	Number of Cases	
Principals	2051.0000	42.7292	9.1576	48	
Assistant Principals	2073.0000	46.0667	8.4514	45	
Teachers	15375.0000	47.1626	8.4257	326	
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Probability
Between Groups	833.514	2	416.757		
Within Groups	30156.663	416	72.492		
				5.749	0.0034

Table H
Mean Response Scores and Standard Deviations for Preferred Role Behaviors
Related to Administrative Tasks

Task	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Administer school in principal's absence	4.8091	0.6428	4.8333	0.7244	5.000	0.0000
Assist in developing master school schedule	4.2917	0.9216	4.5111	0.8427	4.4693	0.8137
Assist in planning school opening & closing procedures	4.4167	0.9639	4.6444	0.5703	4.5061	0.8476
Interpret & implement school board policies & superintendent's directives	3.8750	1.1416	4.2667	0.8367	4.0644	1.0193
Schedule & assign substitute teachers	3.8750	1.4086	3.7556	1.4167	3.9172	1.3299
Assist in preparing annual school plan & budget	4.0625	1.0799	4.3778	0.8605	4.0706	1.0249
Inventory & requisition books, supplies & equipment	4.1875	1.0650	3.9778	1.2338	4.1748	1.0913
Assist in developing building procedures for grouping, promotion, & discipline	4.2917	0.8495	4.5333	0.7862	4.4540	0.8168
Represent the school at professional meetings	3.6042	0.8440	3.9778	0.7830	4.0920	0.8827
Supervise support services (e.g. custodial, cafeteria, transportation, health)	3.5417	1.1662	3.8000	1.0787	3.8773	1.0800
Promote articulation with sending or receiving schools	3.5625	0.8970	3.8000	0.9677	3.6840	1.0502
Assist principal in planning & supervising emergency preparedness program	3.7708	1.0766	3.9333	1.2321	4.3681	0.8590
Perform routine office work (e.g. reports, correspondence, telephone, visitors)	3.7500	1.0417	3.9111	1.2760	4.0245	1.1365
Assist in planning & administering student testing program	4.3958	0.7363	4.1333	1.1985	4.3006	1.0385

Table I
Mean Response Scores and Standard Deviations for Preferred Role Behaviors
Related to Staff Personnel Tasks

Task	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Involve staff in developing school procedures & regulations	3.9167	0.9416	4.2000	0.9909	4.2454	0.7930
Advise & counsel with members of the staff	4.0208	0.9107	4.3333	0.7071	4.2730	0.8425
Mediate disagreements among personnel	3.2083	1.1291	3.5333	1.0996	3.5552	1.1721
Read & share with teachers recent educational literature & research	3.7917	1.0306	4.2444	0.8300	3.7638	1.0938
Participate in informal activities with teachers & staff	4.0625	1.0191	3.8667	1.1402	4.0951	0.9672
Participate in interviews of certified & non-certified personnel for employment purposes	3.5000	1.1109	4.1333	0.9909	3.6840	1.2703
Prepare staff bulletins	3.2500	1.0818	3.7556	0.8831	3.4908	1.0662
Promote personnel self-evaluation	3.9167	1.0485	3.8889	1.0918	3.9233	1.0244
Assist in developing a school handbook for staff	4.1667	1.1361	4.3778	0.7772	4.1748	0.9939
Assist teachers in planning & conducting parent-teacher conferences	4.1042	1.0364	4.1111	0.8040	3.7577	1.1420
Assist teachers in providing a classroom atmosphere conducive to good learning situations	4.5625	0.7411	4.5111	0.6613	4.1718	0.9835
Involve staff in formulating & evaluating school philosophy & goals	4.1042	0.9728	4.1111	0.8587	4.1227	0.9167
Coordinate assignment of student teachers in the school	3.0833	1.3657	3.4000	1.4985	3.5460	1.2852

Table J
Mean Response Scores and Standard Deviations for Preferred Role Behaviors
Related to Student Personnel Tasks

Task	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Monitor placement of students	3.8750	0.9812	4.2222	0.9017	3.9724	1.0852
Coordinate program for gifted and/or special education students	8.8750	0.8903	3.7556	1.2820	3.6534	1.1921
Administer procedures for referrals of students to specialized service (e.g. Chair Child Study Team, Pupil Personnel Services Team, etc.)	3.6875	1.2231	3.9333	1.2136	3.8896	1.0756
Assist in establishing procedures & supervising student records	3.6458	0.9563	3.8444	1.1273	3.8190	1.1209
Assist teachers in diagnosing & controlling student behavior	4.1875	0.9819	4.6000	0.6179	4.5153	0.7430
Approve or disapprove student absences and/or tardiness	3.1458	1.3207	3.2222	1.2039	3.5859	1.3186
Supervise the enrollment & transfer of students	3.0833	1.2348	3.5556	1.1393	3.5000	1.2422
Supervise students outside the classroom (e.g. cafeteria, bus lanes, halls, etc.)	4.0000	1.1485	3.8444	1.1273	4.3129	0.9217
Employ disciplinary measures to control student behavior	4.0208	0.9998	4.4000	0.8634	4.5767	0.7266
Counsel with students referred for reasons of discipline, health, attendance, and/or academic achievement	4.0417	0.9444	4.4667	0.6941	4.5245	0.7712
Conduct parent conferences regarding pupil discipline, health, attendance and/or academic achievement	4.0000	0.9453	4.3778	0.8059	4.3160	0.9021
Orient pupils & parents new to the school to school facilities & regulations	3.6458	0.9783	4.0000	0.9770	4.0706	0.9820
Mediate teacher-student problems	3.6042	1.0260	4.1333	0.9195	4.1871	0.8903

Table K
Mean Response Scores and Standard Deviations for Preferred Role Behaviors
Related to Curriculum/Instruction Tasks

Task	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Observe teachers in the classroom	4.4792	0.7987	4.6667	0.6030	4.1350	0.9382
Review teacher lesson plans	4.0000	1.0314	3.9333	1.2136	3.1534	1.4340
Follow-up classroom visits with teacher conferences, diagnosis & planning	4.3333	0.8833	4.7111	0.5486	3.9969	1.1163
Confer with teachers regarding educational progress, promotion and retention of students	3.7917	1.0907	4.3333	0.7687	3.9448	1.0940
Assist teachers in evaluating student performance	4.0625	0.9087	3.8222	0.9603	3.5521	1.2411
Develop plan of continuous, cooperative curriculum development	3.7917	1.1101	3.8667	1.0357	3.8313	1.0521
Formulate, initiate, & implement curriculum innovations & changes	3.5833	1.2175	3.6889	1.1246	3.7822	1.0778
Communicate with curriculum specialists and/or central office administrative staff regarding school needs	3.5417	1.1478	3.9111	1.0406	4.0399	0.9868
Demonstrate & encourage teachers to try new instructional techniques & methods	3.8333	1.1910	4.0222	0.7830	3.9663	0.9901
Provide inservice training for staff members related to curriculum & instruction	3.6875	1.1139	3.7111	1.1406	3.6380	1.1626
Confer with teachers about instructional problems	4.0417	1.0306	4.4000	0.6876	4.0061	0.9923
Assist teachers in selecting curricular materials	3.8750	1.0027	4.0222	0.8391	3.7546	1.1346
Interpret achievement test results for curricular planning	3.9792	1.0415	4.1111	0.8848	3.8466	1.1318
Assist teachers in selecting appropriate objectives to meet individual needs of students & to improve instruction	4.0417	0.8495	4.0667	0.8367	3.8344	1.800

Table L
Mean Response Scores and Standard Deviations for Preferred Role Behaviors
Related to School/Community Relations Tasks

Task	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Participate in PTA activities	4.4167	0.9187	4.5111	0.8427	4.5337	0.8649
Coordinate meetings with parents to interpret & evaluate various aspects of the school program	3.5625	1.2188	3.8222	1.0931	4.0092	0.9750
Receive & consider suggestions made by parents & other interested community members	3.6250	1.0842	3.9556	1.1069	4.0890	0.9122
Coordinate school visitation program for parents & guests	3.3750	1.1037	3.7111	1.1205	3.9202	1.0582
Assist in planning & supervising school public relations program	3.5833	1.1999	3.6889	1.1246	3.9509	0.9595
Prepare newsletters & bulletins to parents	3.1042	1.2588	3.3556	1.1900	3.3804	1.1830
Serve as liaison with youth-serving agencies in the community	3.1042	1.0962	3.2667	1.1947	3.4356	1.2002
Participate in activities of community organizations	3.1875	0.9819	3.5556	0.9898	3.4264	1.1919
Provide teachers information about community resources	3.6250	0.9138	3.8444	0.8516	3.8497	1.0549
Assist & support teachers in their professional relations with students, staff & parents	4.0625	0.8097	4.4444	0.7850	4.3896	0.8440
Orient new staff members to the school & community	3.5833	0.9857	4.1333	0.9439	4.2393	0.9435
Provide parents & students information about community resources	3.5000	1.0916	3.7778	0.8227	3.9387	0.9997

Table M
Mean Response Scores and Standard Deviations for
Effectiveness

Category	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Administrative	4.3333	0.6945	4.4444	0.7247	4.1258	0.8733
Staff Personnel	3.9375	0.8606	4.2889	0.5486	3.7883	1.0234
Student Personnel	4.1250	0.7330	4.3778	0.5756	4.0276	0.9588
Curriculum/Instruction	4.0833	0.8711	4.2000	0.6941	3.6104	1.1115
School/Community Relations	3.7500	0.8873	3.9778	0.7830	3.7086	1.0308

Table N

One Factor Analysis of Variance of Difference in Principals', Assistant Principals', and Teachers' Perceptions of Observed and Preferred Role Behavior in Five Categories

Administrative Role Behaviors					
Source of Variation	Sum	Mean	Standard Deviation	Number of Cases	
Principals	137.0000	2.8541	4.6080	48	
Assistant Principals	202.0000	4.4889	7.8324	45	
Teachers	2022.0000	6.2025	8.1094	326	
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Probability
Between Groups	535.270	2	267.635		
Within Groups	25069.862	416	60.264		
				4.441	0.0123
Staff Personnel Role Behaviors					
Source of Variation	Sum	Mean	Standard Deviation	Number of Cases	
Principals	169.0000	3.5208	6.0564	48	
Assistant Principals	266.0000	5.9111	8.0392	45	
Teachers	3283.0000	10.0706	10.0297	326	
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Probability
Between Groups	2237.295	2	1118.643		
Within Groups	37261.001	416	89.570		
				12.489	0.0000

Table N (Continued)

Student Personnel Role Behaviors					
Source of Variation	Sum	Mean	Standard Deviation	Number of Cases	
Principals	92.0000	1.9167	4.3508	48	
Assistant Principals	79.0000	1.7556	5.9320	45	
Teachers	2392.0000	7.3374	9.4284	326	
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Probability
Between Groups	2188.408	2	1094.204		
Within Groups	31328.861	416	75.310		
				14.529	0.0000
Curriculum/Instruction Role Behaviors					
Source of Variation	Sum	Mean	Standard Deviation	Number of Cases	
Principals	215.0000	4.4792	8.0846	48	
Assistant Principals	340.0000	7.5556	9.1938	45	
Teachers	3355.0000	10.2914	12.5123	326	
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Probability
Between Groups	1572.482	2	786.241		
Within Groups	57672.406	416	138.636		
				5.671	0.0037

Table N (Continued)

School/Community Relations Role Behaviors					
Source of Variation	Sum	Mean	Standard Deviation	Number of Cases	
Principals	210.0000	4.3750	8.3986	48	
Assistant Principals	213.0000	4.7333	7.6882	45	
Teachers	2624.0000	8.0491	9.9025	326	
	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Probability
Between Groups	889.719	2	444.859		
Within Groups	37785.265	416	90.830		
				4.898	0.0079

Table 0
Mean Response Scores and Standard Deviations for Differences Between Observed
and Preferred Role Behaviors Related to Administrative Tasks

Task	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Administer school in principal's absence	0.1250	0.3928	0.0000	0.0000	0.2699	0.7364
Assist in developing master school schedule	0.3542	0.7290	0.8444	1.2961	0.6135	1.1084
Assist in planning school opening & closing procedures	0.1875	0.4906	0.4444	0.8675	0.5798	1.0428
Interpret & implement school board policies & superintendent's directives	0.1667	0.6631	0.4222	0.7830	0.4969	0.9664
Schedule & assign substitute teachers	0.1042	1.0156	0.1556	0.9990	0.5460	1.4151
Assist in preparing annual school plan & budget	0.4792	0.9223	0.9111	1.1836	0.8344	1.1490
Inventory & requisition books, supplies & equipment	0.2292	0.9728	-0.1333	1.4078	0.1687	1.1310
Assist in developing building procedures for grouping, promotion, & discipline	0.2083	0.6510	0.4444	0.9428	0.6411	1.1516
Represent the school at professional meetings	0.1458	0.7143	0.5778	1.0333	0.4571	1.0090
Supervise support services (e.g. custodial, cafeteria, transportation, health)	0.1667	0.5586	0.1111	0.9822	0.2975	1.1899
Promote articulation with sending or receiving schools	0.3125	0.6890	0.5333	1.0357	0.5276	1.0035
Assist principal in planning & supervising emergency preparedness program	0.1250	0.5310	0.3556	1.0259	0.5982	1.1127
Perform routine office work (e.g. reports, correspondence, telephone, visitors)	0.1875	0.5322	-0.2444	0.9806	0.0245	1.0696
Assist in planning & administering student testing program	0.0625	0.6327	0.0667	0.8090	0.1472	0.9813

Table P
Mean Response Scores and Standard Deviations for Differences Between Observed
and Preferred Role Behaviors Related to Staff Personnel Tasks

Task	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Involve staff in developing school procedures & regulations	0.2917	0.8241	0.4667	1.0996	1.0429	1.2145
Advise & counsel with members of the staff	0.1875	0.4906	0.0667	0.7508	0.5399	1.0510
Mediate disagreements among personnel	0.1250	0.7033	0.1556	1.2052	0.7485	1.1548
Read & share with teachers recent educational literature & research	0.5417	1.0510	1.0667	1.3382	0.9202	1.2889
Participate in informal activities with teachers & staff	0.1250	0.6400	0.2000	0.6252	0.4877	1.2095
Participate in interviews of certified & non-certified personnel for employment purposes	0.1667	0.7244	0.7778	1.0848	1.0000	1.3519
Prepare staff bulletins	0.2708	0.8688	0.3778	0.8865	0.7117	1.2240
Promote personnel self-evaluation	0.2500	0.7579	0.6444	1.0693	0.5736	1.2022
Assist in developing a school handbook for staff	0.1875	0.6069	0.3111	0.9001	0.5399	1.1489
Assist teachers in planning & conducting parent-teacher conferences	0.2917	0.6829	0.2889	0.6613	0.7730	1.1248
Assist teachers in providing a classroom atmosphere conducive to good learnings situations	0.3542	0.7576	0.2000	0.6606	0.8190	1.2506
Involve staff in formulating & evaluating school philosophy & goals	0.3125	0.7761	0.5556	0.9898	0.9110	1.1799
Coordinate assignment of student teachers in the school	0.4167	0.7390	0.8000	1.3416	1.0031	1.3162

Table Q
Mean Response Scores and Standard Deviations for Differences Between Observed
and Preferred Role Behaviors Related to Student Personnel Tasks

Task	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Monitor placement of students	0.3125	0.5891	0.4667	0.8944	0.7761	1.2778
Coordinate program for gifted and/or special education students	0.3542	0.6681	0.2889	1.1205	0.6718	1.1258
Administer procedures for referrals of students to specialized services (e.g. Chair Child Study Team, Pupil Personnel Services Team, etc.)	0.2292	0.6916	0.1778	0.9364	0.4847	1.1086
Assist in establishing procedures & supervising student records	0.1458	0.5454	0.3111	0.7926	0.5552	1.1211
Assist teachers in diagnosing & controlling student behavior	0.1667	0.5955	-0.0222	0.4517	0.4509	1.0506
Approve or disapprove student absences and/or tardiness	0.1250	0.4892	0.3778	0.9118	0.7638	1.2586
Supervise the enrollment & transfer of students	0.3084	0.5035	0.4000	0.8634	0.6258	1.1771
Supervise students outside the classroom (e.g. cafeteria, bus lanes, halls, etc.)	-0.0833	0.6131	-0.3778	0.7772	0.3374	1.3529
Employ disciplinary measures to control student behavior	0.0625	0.4796	-0.0889	0.5144	0.4571	1.0854
Counsel with students referred for reasons of discipline, health, attendance, and/or academic achievement	-0.0417	0.4104	0.0222	0.3363	0.4080	1.0299
Conduct parent conferences regarding pupil discipline, health, attendance and/or academic achievement	0.1042	0.6270	-0.0889	0.5569	0.5644	1.1716
Orient pupils & parents new to the school to school facilities & regulations	0.2500	0.7293	0.2667	0.8893	0.6963	1.1883
Mediate teacher-student problems	0.0833	0.9187	0.0222	0.4517	1.5460	1.0240

Table R

Mean Response Scores and Standard Deviations for Differences Between Observed
and Preferred Role Behaviors Related to Curriculum/Instruction Tasks

Task	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Observe teachers in the classroom	0.2292	0.5550	0.1333	0.6252	0.3098	1.0866
Review teacher lesson plans	0.2708	0.6098	0.4000	1.0313	0.5031	1.1942
Follow-up classroom visits with teacher conferences, diagnosis & planning	0.2708	0.7646	0.3333	0.7385	0.6534	1.1998
Confer with teachers regarding educational progress, promotion and retention of students	0.3125	0.7192	0.3556	0.8831	0.6933	1.2543
Assist teachers in evaluating student performance	0.3542	0.6681	0.4889	0.8427	0.7362	1.1547
Develop plan of continuous, cooperative curriculum development	0.2708	0.8930	0.9333	1.0954	0.8221	1.2073
Formulate, initiate, & implement curriculum innovations & changes	0.3958	0.9618	0.7556	1.2460	0.8190	1.2750
Communicate with curriculum specialists and/or central office administrative staff regarding school needs	0.3125	0.7482	0.5556	1.0778	0.6902	1.1841
Demonstrate & encourage teachers to try new instructional techniques & methods	0.3125	1.0139	0.5556	0.9898	0.9080	1.3024
Provide inservice training for staff members related to curriculum & instruction	0.4375	0.7411	0.7333	1.0531	0.8896	1.3220
Confer with teachers about instructional problems	0.3542	0.6355	0.4444	0.7555	0.8098	1.2079
Assist teachers in selecting curricular materials	0.3542	0.8119	0.6000	0.8893	0.8405	1.2646
Interpret achievement test results for curricular planning	0.2708	0.8688	0.6667	0.9770	0.7638	1.2339
Assist teachers in selecting appropriate objectives to meet individual needs of students & to improve instruction	0.3333	0.7244	0.6000	0.8367	0.8528	1.2685

Table S

Mean Response Scores and Standard Deviations for Differences Between Observed
and Preferred Role Behaviors Related to School/Community Relations Tasks

Task	Principals		Assistant Principals		Teachers	
	Mean	SD	Mean	SD	Mean	SD
Participate in PTA activities	0.2083	0.9216	0.2000	0.6941	0.2546	0.8373
Coordinate meetings with parents to interpret & evaluate various aspects of the school program	0.4375	0.9204	0.5111	1.0579	0.6411	1.0997
Receive & consider suggestions made by parents & other interested community members	0.2708	0.8440	0.2444	0.8021	0.5307	1.0366
Coordinate school visitation program for parents & guests	0.3125	0.8790	0.3778	0.9364	0.6074	1.1945
Assist in planning & supervising school public relations program	0.3125	0.9261	0.4667	0.9909	0.6442	1.1485
Prepare newsletters & bulletins to parents	0.5417	1.1101	0.3778	1.1538	0.7178	1.2552
Serve as liaison with youth-serving agencies in the community	0.5417	0.8241	0.4667	0.9195	0.8282	1.1481
Participate in activities of community organizations	0.3958	0.8440	0.4889	0.9682	0.5859	1.1859
Provide teachers information about community resources	0.4792	0.9891	0.5556	0.8675	0.9325	1.2385
Assist & support teachers in their professional relations with students, staff & parents	0.2292	0.6601	0.2000	0.9439	0.6227	1.1102
Orient new staff members to the school & community	0.2708	0.8440	0.3111	0.8481	0.8865	1.3089
Provide parents & students information about community resources	0.3750	0.8903	0.5333	0.8944	0.7975	1.1670

Appendix F

Supplementary Tables: Bivariate Correlation Analysis

Table T

Correlation Coefficients Between Difference Scores and Effectiveness Scores in
 Categories: Administrative Tasks Effectiveness (Eff. 1); Staff Personnel Tasks
 Effectiveness (Eff. 2); Student Personnel Task Effectiveness (Eff. 3);
 Curriculum/Instruction Tasks Effectiveness (Eff. 4); School/Community
 Relations Tasks Effectiveness (Eff. 5)

Task	Eff. 1	Eff. 2	Eff. 3	Eff. 4	Eff. 5
ADMINISTRATIVE					
Administer the school in the principal's absence	-0.2762 p=0.000	-0.1640 p=0.000	-0.1625 p=0.000	-0.1652 p=0.000	-0.1433 p=0.002
Assist in developing master school schedule	-0.2960 p=0.000	-0.1229 p=0.006	-0.0757 p=0.061	-0.1438 p=0.002	-0.1257 p=0.005
Assist in planning school opening and closing procedures	-0.3740 p=0.000	-0.1950 p=0.000	-0.1519 p=0.001	-0.1719 p=0.000	-0.1146 p=0.009
Interpret and implement school board policies and superintendent's directives	-0.3120 p=0.000	-0.1524 p=0.001	-0.1128 p=0.010	-0.1613 p=0.000	-0.0582 p=0.117
Schedule and assign substitute teachers	-0.2565 p=0.000	-0.1571 p=0.001	-0.1286 p=0.004	-0.1185 p=0.008	-0.1111 p=0.011
Assist in preparing annual school plan and budget	-0.1867 p=0.000	-0.0923 p=0.030	-0.0411 p=0.200	-0.1471 p=0.001	-0.0200 p=0.342
Inventory and requisition books, supplies, and equipment	-0.1824 p=0.000	-0.1291 p=0.004	-0.1438 p=0.002	-0.0402 p=0.206	-0.0179 p=0.357
Assist in developing building procedures for grouping, promotion, and discipline	-0.3521 p=0.000	-0.3058 p=0.000	-0.2253 p=0.000	-0.2393 p=0.000	-0.1266 p=0.000
Represent the school at professional meetings	-0.2077 p=0.000	-0.1797 p=0.000	-0.1762 p=0.000	-0.1234 p=0.006	-0.1052 p=0.016
Supervise support services (e.g. custodial, cafeteria, transportation, health)	-0.1884 p=0.000	-0.1726 p=0.000	-0.1762 p=0.000	-0.1445 p=0.002	-0.1376 p=0.002
Promote articulation with sending and/or receiving schools	-0.2919 p=0.000	-0.2465 p=0.000	-0.2056 p=0.000	-0.2347 p=0.000	-0.1446 p=0.002
Assist principal in planning and supervising emergency preparedness program	-0.3190 p=0.000	-0.2360 p=0.000	-0.1900 p=0.000	-0.2101 p=0.000	-0.1814 p=0.000

Table T (Continued)

Task	Eff. 1	Eff. 2	Eff. 3	Eff. 4	Eff. 5
Perform routine office work (e.g. reports, correspondence, telephone, visitors)	-0.1395 p=0.002	-0.0799 p=0.051	-0.1569 p=0.001	-0.0953 p=0.026	-0.1148 p=0.009
Assist in planning and administering student testing program	-0.2677 p=0.000	-0.1566 p=0.001	-0.1111 p=0.011	-0.1354 p=0.003	-0.0209 p=0.334
STAFF PERSONNEL					
Involve staff in developing school procedures and regulations	-0.2246 p=0.000	-0.3508 p=0.000	-0.2464 p=0.000	-0.3608 p=0.000	-0.2284 p=0.000
Advise and counsel with members of the staff	-0.2050 p=0.000	-0.3064 p=0.000	-0.2602 p=0.000	-0.2712 p=0.000	-0.2306 p=0.000
Mediate disagreements among personnel	-0.1736 p=0.000	-0.2308 p=0.000	-0.1560 p=0.001	-0.2892 p=0.000	-0.1111 p=0.011
Read and share with teachers recent educational literature and research	-0.2526 p=0.000	-0.3218 p=0.000	-0.1379 p=0.002	-0.2899 p=0.000	-0.2168 p=0.000
Participate in informal activities with teachers and staff	-0.2283 p=0.000	-0.2779 p=0.000	-0.2326 p=0.000	-0.2639 p=0.000	-0.2121 p=0.000
Participate in interviews of certified and non-certified personnel for employment purposes	-0.1898 p=0.000	-0.2897 p=0.000	-0.2186 p=0.000	-0.2325 p=0.000	-0.2046 p=0.000
Prepare staff bulletins	-0.2188 p=0.000	-0.2524 p=0.000	-0.1381 p=0.002	-0.2237 p=0.000	-0.1394 p=0.002
Promote personnel self-evaluation	-0.1967 p=0.000	-0.2279 p=0.000	-0.1732 p=0.000	-0.2528 p=0.000	-0.1661 p=0.000
Assist in developing a school handbook for staff	-0.2711 p=0.00	-0.2515 p=0.000	-0.1811 p=0.000	-0.2519 p=0.000	-0.1241 p=0.005
Assist teachers in planning and conducting parent-teacher conferences	-0.2437 p=0.000	-0.2976 p=0.000	-0.2224 p=0.000	-0.3124 p=0.000	-0.1958 p=0.000
Assist teachers in providing a classroom atmosphere conducive to good learning situations	-0.3226 p=0.000	-0.3250 p=0.000	-0.2818 p=0.000	-0.3108 p=0.000	-0.2041 p=0.000
Involve staff in formulating and evaluating school philosophy and goals	-0.3278 p=0.000	-0.3992 p=0.000	-0.3192 p=0.000	-0.4206 p=0.000	-0.2478 p=0.000

Table T (Continued)

Task	Eff. 1	Eff. 2	Eff. 3	Eff. 4	Eff. 5
Coordinate assignment of student teachers in the school	-0.2200 p=0.000	-0.2934 p=0.000	-0.2008 p=0.000	-0.2742 p=0.000	-0.1589 p=0.001
STUDENT PERSONNEL					
Monitor placement of students	-0.2757 p=0.000	-0.2432 p=0.000	-0.2437 p=0.000	-0.2632 p=0.000	-0.1062 p=0.015
Coordinate programs for gifted and/or special education students	-0.2718 p=0.000	-0.2043 p=0.000	-0.2517 p=0.000	-0.2690 p=0.000	-0.1565 p=0.001
Administer procedures for referrals of students to specialized services (e.g. Chair Child Study Team, Pupil Personnel Services Team, etc.)	-0.2238 p=0.000	-0.1208 p=0.007	-0.1887 p=0.000	-0.1901 p=0.000	-0.1012 p=0.019
Assist in establishing procedures and supervising student records	-0.2461 p=0.000	-0.2843 p=0.000	-0.2228 p=0.000	-0.3308 p=0.000	-0.1563 p=0.001
Assist teachers in diagnosing and controlling student behavior	-0.2103 p=0.000	-0.1771 p=0.000	-0.3005 p=0.000	-0.2231 p=0.000	-0.1345 p=0.003
Approve or disapprove student absences and/or tardiness	-0.2371 p=0.000	-0.1861 p=0.000	-0.2698 p=0.000	-0.2686 p=0.000	-0.1711 p=0.000
Supervise the enrollment and transfer of students	-0.2491 p=0.000	-0.2284 p=0.000	-0.3143 p=0.000	-0.3174 p=0.000	-0.1782 p=0.000
Supervise students outside the classroom (e.g. cafeteria, bus lanes, halls, etc.)	-0.2006 p=0.000	-0.1467 p=0.001	-0.2759 p=0.000	-0.1397 p=0.002	-0.1473 p=0.001
Employ disciplinary measures to control student behavior	-0.2315 p=0.000	-0.1613 p=0.000	-0.3476 p=0.000	-0.1440 p=0.002	-0.1556 p=0.001
Counsel with students referred for reasons of discipline, health, attendance, and/or academic achievement	-0.2502 p=0.000	-0.1494 p=0.001	-0.3450 p=0.000	-0.1949 p=0.000	-0.1714 p=0.000
Conduct parent conferences regarding pupil discipline, attendance, health, and/or academic achievement	-0.2609 p=0.000	-0.2280 p=0.000	-0.3304 p=0.000	-0.2320 p=0.000	-0.2141 p=0.000
Orient pupils and parents new to the school to school facilities and regulations	-0.2961 p=0.000	-0.2553 p=0.000	-0.3323 p=0.000	-0.2350 p=0.000	-0.2546 p=0.000

Table T (Continued)

Task	Eff. 1	Eff. 2	Eff. 3	Eff. 4	Eff. 5
Mediate teacher-student problems	-0.2570 p=0.000	-0.1694 p=0.000	-0.3476 p=0.000	-0.1862 p=0.000	-0.2169 p=0.000
CURRICULUM/INSTRUCTION					
Observe teachers in the classroom	-0.1946 p=0.000	-0.1334 p=0.003	-0.1930 p=0.000	-0.2392 p=0.000	-0.1003 p=0.020
Review teacher lesson plans	-0.1955 p=0.000	-0.1947 p=0.000	-0.1919 p=0.000	-0.2698 p=0.000	-0.1256 p=0.005
Follow-up classroom visits with teachers conferences, diagnosis, and planning	-0.2524 p=0.000	-0.2202 p=0.000	-0.2075 p=0.000	-0.2573 p=0.000	-0.0983 p=0.022
Confer with teachers regarding educational progress, promotion and retention of students	-0.2505 p=0.000	-0.2056 p=0.000	-0.2502 p=0.000	-0.2317 p=0.000	-0.1857 p=0.000
Assist teachers in evaluating student performance	-0.2482 p=0.000	-0.2294 p=0.000	-0.2097 p=0.000	-0.2471 p=0.000	-0.1710 p=0.000
Develop plan for continuous, cooperative curriculum development	-0.3570 p=0.000	-0.3594 p=0.000	-0.2887 p=0.000	-0.3765 p=0.000	-0.2535 p=0.000
Formulate, initiate, and implement curriculum innovations and changes	-0.3269 p=0.000	-0.3384 p=0.000	-0.2871 p=0.000	-0.3644 p=0.000	-0.2081 p=0.000
Communicate with curriculum specialists and/or central office administrative staff regarding school needs	-0.3330 p=0.000	-0.2581 p=0.000	-0.2003 p=0.000	-0.3146 p=0.000	-0.2157 p=0.000
Demonstrate and encourage teachers to try new instructional techniques and methods	-0.2335 p=0.000	-0.2702 p=0.000	-0.2050 p=0.000	-0.3317 p=0.000	-0.2288 p=0.000
Provide inservice training for staff members related to curriculum and instruction	-0.2248 p=0.000	-0.2895 p=0.000	-0.2162 p=0.000	-0.3193 p=0.000	-0.1724 p=0.000
Confer with teachers about instructional problems	-0.3121 p=0.000	-0.3296 p=0.000	-0.3419 p=0.000	-0.4603 p=0.000	-0.2874 p=0.000
Assist teachers in selecting curricular materials	-0.2829 p=0.000	-0.2978 p=0.000	-0.2767 p=0.000	-0.3788 p=0.000	-0.2017 p=0.000
Interpret achievement test results for curricular planning	-0.2269 p=0.000	-0.2654 p=0.000	-0.2220 p=0.000	-0.3797 p=0.000	-0.2505 p=0.000

Table T (Continued)

Task	Eff. 1	Eff. 2	Eff. 3	Eff. 4	Eff. 5
Assist teachers in selecting appropriate objectives to meet individual needs of students and to improve instruction	-0.2593 p=0.000	-0.3312 p=0.000	-0.2874 p=0.000	-0.4523 p=0.000	-0.2923 p=0.000
SCHOOL/COMMUNITY RELATIONS					
Participate in PTA activities	-0.2747 p=0.000	-0.1756 p=0.000	-0.2151 p=0.000	-0.1431 p=0.002	-0.1730 p=0.000
Coordinate meetings with parents to interpret and evaluate various aspects of the school program	-0.2615 p=0.000	-0.2717 p=0.000	-0.3318 p=0.000	-0.3014 p=0.000	-0.2525 p=0.000
Receive and consider suggestions made by parents and other interested community members	-0.2387 p=0.000	-0.2412 p=0.000	-0.2672 p=0.000	-0.1935 p=0.000	-0.1961 p=0.000
Coordinate school visitation program for parents and guests	-0.2711 p=0.000	-0.2354 p=0.000	-0.2466 p=0.000	-0.2516 p=0.000	-0.2402 p=0.000
Assist in planning and supervising school public relations program	-0.2548 p=0.000	-0.2562 p=0.000	-0.2414 p=0.000	-0.2311 p=0.000	-0.2654 p=0.000
Prepare newsletters and bulletins to parents	-0.1951 p=0.000	-0.2367 p=0.000	-0.1932 p=0.000	-0.2516 p=0.000	-0.2242 p=0.000
Serve as liaison with youth-serving agencies in the community	-0.2091 p=0.000	-0.2348 p=0.000	-0.1997 p=0.000	-0.2394 p=0.000	-0.2833 p=0.000
Participate in activities of community organizations	-0.2592 p=0.000	-0.3021 p=0.000	-0.2726 p=0.000	-0.2035 p=0.000	-0.3246 p=0.000
Provide teachers information about community resources	-0.2421 p=0.000	-0.3019 p=0.000	-0.2973 p=0.000	-0.3860 p=0.000	-0.3675 p=0.000
Assist and support teachers in their professional relations with students, staff, and parents	-0.2182 p=0.000	-0.2341 p=0.000	-0.3154 p=0.000	-0.3097 p=0.000	-0.2913 p=0.000
Orient new staff members to the school and community	-0.2775 p=0.000	-0.3178 p=0.000	-0.3183 p=0.000	-0.3663 p=0.000	-0.3843 p=0.000
Provide parents and students information about community resources	-0.2665 p=0.000	-0.3138 p=0.000	-0.3229 p=0.000	-0.3668 p=0.000	-0.3703 p=0.000

Bibliography

- Abel, R. L. Measuring educational achievement. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965.
- ASCD Update, Iowa researchers find conflicting views of the principal, 1983, 25, 1-3.
- ASCD Update, What principals do that matters, 1983, 25, 3.
- Babbie, E. R. The practice of social research. Belmont, California: Wadsworth Publishing, 1975.
- Barnard, C. E. The functions of the executive. Cambridge, Massachusetts: Harvard University Press, 1964.
- Barrett, T. E. Works and worth of assistant principal. American School Board Journal, 1955, 130, 56.
- Barth, R. S. How to ensure an effective principalship. The National Elementary Principal, 1980, 59, 10-20.
- Black, A. B. Clarifying the role of the assistant principal. NASSP Bulletin, 1980, 64, 33-39.
- Block, S. N. A job analysis and job description of assistant principals in the public elementary schools of the City of Buffalo. (Doctoral dissertation, University of Buffalo, 1962).
- Borg, W. R. & Gall, M. D. Educational research: an introduction (2nd ed.). New York: David McKay, 1971.
- Bridgewater, P. A. B. The actual and desired role of the elementary assistant principalship as perceived by elementary principals, assistant principals, and teachers in the Indianapolis Public Schools (Doctoral dissertation, Indiana University, 1979).

- Brottman, M. A. The assistant principal as a decision maker. Paper presented at the annual meeting of The Eastern Educational Research Association, Philadelphia, March 1981. (ERIC Document Reproduction Service No. ED 203 493).
- Bullock, G. W. & Conrad, C. F. Management: perspectives from the social sciences. Washington, D. C.; University Press of America, 1981.
- Campbell, R. F. What peculiarities in educational administration make it a special case? Chapter VIII in Halpin, A. W. (Ed.), Administrative theory in education. New York: MacMillan, 1958.
- Chase, F. S. & Guba, E. G. Administrative roles and behavior. Review of Educational Research, 1955, 25, 281-295.
- Cocking, W. D. School administration in the 50's. School Executive, 1959, 79, 40.
- Coppedge, F. L. The "new" image of the assistant principal. Clearing House, 1968, 42, 284-286.
- Cross, R. Elementary school principal effectiveness. Corpus Christi University, Texas, August 1979 (ERIC Document Reproduction Service No. ED 199 905)
- Davis, K. P. Perceived role and effectiveness of school psychologists in IGE schools. (Doctoral dissertation, University of Wisconsin, 1977).
- Department of Elementary School Principals. The elementary school principalship: a research study. Washington, D. C.: The National Education Association, 1958.
- Erickson, D. A. Research on educational administration: the state of the art. Educational Researcher, 1979, 8, 9-14.
- Fiedler, F. A. A theory of leadership effectiveness. New York: McGraw-Hill, 1967.

- Friss, E. The elementary school assistant principal in the Edmonton, Alberta, Public Schools. (Doctoral dissertation, University of Oregon, 1980).
- Georgopolous, B. A. & Tannebaum, A. A. A study of organizational effectiveness. In Amaitai Etzioni (Ed.), Readings on modern organization. Englewood Cliffs, N. J.; Prentice-Hall, 1969.
- Getzels, J. W. Administration as a social process. Chapter VII in Halpin, A. W. (Ed.), Administrative theory in education. New York: MacMillan, 1958.
- Getzels, J. W. and Guba, E. G. Role, role conflict, and effectiveness: an empirical study. American Sociological Review, 1954, 19, 164.
- Getzels, J. W., Lipham, J. M., & Campbell, R. F. Educational administration as a social process. New York: Harper & Row, 1968.
- Goldhammer, K. & Becker, G. L. What makes a good elementary school principal? American Education, 1970, 6, 11-13.
- Groetsch, W. J. The perceptions of selected suprintendents, elementary principals, and assistant principals toward the status and functions of assistant principals in the State of New Jersey. (Doctoral dissertation, Temple University, 1969).
- Gross, N., Mason, W. S., & McEarchern, A. W. Explorations in role analysis: studies of the school superintendency role. New York: John Wiley & Sons, 1958.
- Guba, E. G. & Bidwell, C. E. Administrative relationships -- teacher effectiveness, teacher satisfaction, and administrative behavior. Chicago: The Midwest Administration Center, University of Chicago, 1957.
- Haddock, A. E. A study of time utilization by Oregon elementary school principals, and a criterion for time apportionment. (Doctoral dissertation, University of Oregon, 1961).

- Handy, C. B. Understanding organizations. New York: Penguin Books, 1976.
- Hersey, P. & Blanchard, K. H. Management of organizational behavior: utilizing human resources, (3rd Ed.). Englewood Cliffs, N.J.; Prentice-Hall, 1977.
- Hines, V. Good principal -- effective leader. Overview, 1961, 2, 31-32.
- Hollis, V. S. Elementary schools with and without vice principals. (Doctoral dissertation, Stanford University, 1953).
- Hough, W. M. Jr. A documentary study of research on the criteria of educational administrative success. (Doctoral dissertation, Wayne State University, 1960).
- Howell, B. Profile of the principalship. Educational Leadership, 1981, 38, 333-336.
- Jacobson, P. B., Reavis, W. C., & Logsdon, J. D. The effective school principal. New York: Prentice-Hall, Inc., 1954.
- Kahn, R. L., Wolfe, D. M., Quinn, R. P., & Snoak, J. D. Organizational stress: studies in role conflict and ambiguity. New York: John Wiley & Sons, 1964.
- Kardan, H. A study of the role of the elementary school principal as perceived by professors of educational administration, superintendents, and elementary school principals. (Doctoral dissertation, George Peabody College for Teachers, 1977).
- Katz, R. L. Skills of an effective administrator. Harvard Business Review, 1955, 33, 33-42.
- Kerlinger, F. N. Foundations of behavioral research, (2nd Ed.), New York: Holt Rinehart & Winston, 1973.
- Kimbrough, R. B. & Nunnery, M. Y. Educational administration an introduction. New York: MacMillan, 1976.
- Knezevich, S. J. Administration of public education (3rd Ed.), New York: Harper & Row, 1975.

- Langley, R. Practical statistics. N. Pomfret, Vermont: David & Charles, 1973.
- Lark, L. J. The effectiveness of the assistant principal's role as a function of expectations and behavior. (Doctoral dissertation, University of Wisconsin, 1971).
- Linton, R. The study of man. New York: Appleton-Century, 1936.
- Lipham, J. M. & Hoeh, J. A. The principalship: foundations and functions. New York: Harper & Row, 1974.
- Malone, W. C. Help your assistant principal climb the ladder to success. The Executive Educator, 1981, 3, 27, 37.
- McBride, R. L. Suggested guidelines for role identification for the secondary school assistant principal in the public secondary schools of Jefferson County, Alabama. (Doctoral dissertation, University of Alabama, 1970).
- McMullen, H. M. An investigation of certain factors affecting the role of the elementary assistant principal in the public schools of the City of Detroit. (Doctoral dissertation, Wayne State University, 1964).
- Melnick, N. The relationship between dogmatism of elementary school principals and the organizational climates of their schools. (Doctoral dissertation, Miami University, 1970).
- Moser, R. The leadership patterns of school superintendents and school principals. Administrator's Notebook, 1957, 6, 3.
- NASSP Bulletin. Job description for the assistant principal, 1980, 64, 51-55.
- Nie, N. H., Hull, C. H., Jenkins, J. G., Steinbrenner, K., & Bent, D. H. Statistical package for the social sciences, (2nd Ed.), New York: McGraw-Hill, 1975.
- Nikolakis, P. R. A study of the role of the assistant principal as perceived by superintendents, principals, assistant principals, and teachers of middle schools in selected school systems. (Doctoral dissertation, University of Alabama, 1979).

- Novak, B. J. Examining the role of the vice principal. American School Board Journal, 1963, 146, 15-16, 19-20.
- Owens, R. G. Organizational behavior in schools. Englewood Cliffs, N. J.: Prentice-Hall, 1970.
- Parsons, T. The social system. New York: Free Press, 1951.
- Parsons, T. Some ingredients of a general theory of formal organization. Chapter III in Halpin, A. W. (ed.), Administrative theory in education. New York: MacMillan, 1958.
- Potter, J. M., Jr., Enhancing the role of the assistant principal. NASSP Bulletin, 1980, 64, 9-13.
- Ranninger, B. J. A summary of the job responsibilities of the elementary principal. (Doctoral dissertation, University of Oregon, 1962).
- Reddin, W. J. Managerial effectiveness. New York: McGraw-Hill, 1970.
- Roe, W. H. & Drake, T. L. The principalship. (2nd Ed.), New York: MacMillan, 1980.
- Schroeder, E. L. The status of the assistant principal in the elementary school. The elementary school principalship: a study of its instructional and administrative aspects. Fourth Yearbook of the Bulletin of the Department of Elementary School Principals. Washington, D. C.: National Education Association, 1925.
- Scott, F. A. The development and evaluation of an instrument to assess the attitudes of public school principals. (Doctoral dissertation, University of Georgia, 1957).
- Seeman, M. Role conflict and ambivalence in leadership. American Sociological Review, 1953, 18, 373-380.
- Sergiovanni, T. J. & Starrett, R. J. Supervision human perspectives (2nd Ed.), New York: McGraw-Hill, 1979.

Sergiovanni, T. J., Burlingame, M., Coombs, F. D., & Thurston, P. W.

Educational governance and administration. Englewood Cliffs, N. J.;
Prentice-Hall, 1980.

Small, J. Initiating and responding to social change. Chapter 2 in Culbertson,
J. A., Henson, C., & Morrison, R. (eds.) Performance objectives for
school principals: concepts and instruments. Berkley, California:
McCutchon, 1974.

Southern States Cooperative Program in Educational Administation. Better
teaching in school administration. Nashville, Tennessee: George Peabody
College for Teachers, 1955.

Thomas, E. J. & Biddle, B. J. Role theory: concepts and research. New York:
John Wiley & Sons, 1966.

Tirpak, R. D. Relationship between organizational climate of elementary schools
and the personal characteristics of the school principals. (Doctoral
dessertation, 1970).

VITA

NAME OF AUTHOR: Elsie W. Craig
PLACE OF BIRTH: Norfolk, Virginia
DATE OF BIRTH: April 26, 1941

EDUCATION:

Elementary and secondary school in Chesapeake (formerly Norfolk County), Virginia

Bachelor of Science Degree in Elementary Education, 1972, Old Dominion University

Master of Science Degree of Elementary Education, 1976, Old Dominion University

Certificate of Advanced Study in Educational Administration, 1982, The College of William and Mary

PROFESSIONAL EXPERIENCE:

Primary teacher, Hickory Elementary School, Chesapeake, Virginia, 1972 - 1980

Assistant Principal, Carver Elementary School, Chesapeake, Virginia, 1980-1982

Principal, Camelot Elementary School, Chesapeake, Virginia, 1982

RELATIONSHIPS BETWEEN JOB DESCRIPTION, ROLE BEHAVIOR, AND EFFECTIVENESS OF ELEMENTARY SCHOOL ASSISTANT PRINCIPALS IN VIRGINIA PUBLIC ELEMENTARY SCHOOLS

Elsie W. Craig

The College of William and Mary, 1983

Chairman: Professor Royce Chesser

The Problem

The purpose of this study was to determine the quality of written job descriptions for the position of elementary assistant principal and to measure the observed role behavior, preferred role behavior, and effectiveness of assistant principals as perceived by principals, assistant principals, and teachers. It was hypothesized that the three study groups differed significantly in their perceptions of observed role behavior, preferred role behavior, and effectiveness of assistant principals; that there was a significant relationship between the rated effectiveness and the congruence of observed and preferred role behavior; and that there was a significant relationship between the rated effectiveness and the quality of the job description.

Research Procedure

The subjects were the principals, assistant principals, and 25% of the teachers of 54 randomly selected Virginia public elementary schools. A 66-item Role Analysis Questionnaire developed by the investigator was used to collect data. One-way analysis of variance procedures were used to test the hypotheses regarding differences in perceptions. Pearson Product Correlation procedures were used to test the hypotheses regarding relationships between effectiveness and congruence of role behavior scores, and between effectiveness and the quality of the job description.

Findings

There appear to be significant differences among principals, assistant principals, and teachers in their perceptions of observed role behavior and effectiveness of assistant principals; however, the three study groups do not appear to differ significantly in their perceptions of preferred role behavior. There appears to be a significant relationship between the rated effectiveness of assistant principals and the congruence of their observed and preferred role behavior. There was not a significant relationship between rated effectiveness and the quality of the job description.

Conclusions

The three study groups disagreed more on tasks they observed assistant principals performing than they did on tasks they preferred assistants to perform. Teachers expressed the greatest difference between how often they observed assistant principals performing tasks and how often they expected them to perform those tasks. Teachers also rated assistant principals least effective of the three groups in each role category. The findings of this study have implications for the preparation of administrators and for staff development as it applies to all three study groups. The findings supported the premise of Social System Theory, the theoretical framework for the study, that a role incumbent's rated effectiveness increases or decreases with the level of congruence between behavior and expectations. Recommendations for further research are included.